

**The  
State Report  
Card  
for  
No Child  
Left Behind**

Iowa Department  
of Education

September 2012





# The State Report Card for No Child Left Behind

## Iowa Department of Education 2012

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September 2012

Dear Iowans:

Student data are essential in our efforts to drive improvement in Iowa classrooms. Pinpointing our students' successes and challenges helps teachers fine-tune their instructional approaches, helps school districts adjust their goals and objectives, and guides work on state education policies.



Our goal is to build an education system that leads the world and prepares every student for success in college or careers. While our state's school system has made strides over time, other states and nations have taken bold steps to dramatically accelerate their education systems. Iowans must come together on a path and focus that will push our education system back to the front of the pack.

The data in the *2012 State Report Card for No Child Left Behind* will help guide these efforts. We use these numbers to evaluate how much our children are learning and what we need to do to improve, from the local classroom to the state level. These measures of student achievement also are at the heart of state accountability systems required by the federal No Child Left Behind Act.

This report includes assessment results, attendance rates, high school graduation rates and teacher qualifications, among other data. The assessment results reflect a shift to the new Iowa Assessments, which students in grades 3 through 8 and 11 took during the 2011-12 school year. The new assessments are aligned to the Iowa Core, which is important because state assessments should reflect a clear set of standards and expectations for what students should learn in schools across the state.

Please note changes at the federal level that impact the way race and ethnicity of students and staff have been reported, starting with the 2009-10 school year. The U.S. Department of Education's requirement for states is in line with requirements for all federal agencies and with the U.S. Census Bureau's 2000 collection. Read more about these changes on pages 1 and 2 of this report.

Thank you for taking the time to review this report. I look forward to walking with you on Iowa's path to world-class schools.

A handwritten signature in black ink that reads "Jason S. Glan". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

State Director and Chief Learner  
Iowa Department of Education

# Acknowledgments

The authors of the *State Report Card for No Child Left Behind* wish to thank the staff of the Iowa Department of Education who contributed to the production of this report especially Staci Hupp and Mary Grinstead. A thank you is also extended to Dr. Steve Dunbar and Dr. Catherine Welch of Iowa Testing Programs.

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# Introduction

The *No Child Left Behind Act* (NCLB) of 2001 requires each state to provide an annual report card to inform stakeholders and the public about the progress of students and schools on indicators of student achievement and other information that relates to student success. The *State Report Card for No Child Left Behind* provides state-level data to serve as a comparison for schools and districts as they consider and implement improvement efforts to increase the success for all Iowa students. The *State Report Card* contains the critical elements of accountability under NCLB as specified in the No Child Left Behind Act 1111(h)(1)(C)(i). These are listed below:

- The comparison between the percent of public school students in each group scoring at the proficient level on the Iowa Assessment (IA) with Iowa's annual measurable objectives (AMO) as required in the Adequate Yearly Progress (AYP) formula. The AMO results represent the performance of students that enrolled in Iowa public schools for a full academic year in grades 3 to 8 and 11.
- The percent of public school students, by group, who participated in the Iowa Assessment or the Iowa Alternate Assessment (IAA) in grades 3 to 8 and 11.
- The participation rates and assessment results for students with disabilities in grades 3 to 8 and 11.
- The percent of students scoring at each achievement level on the Iowa Assessment or IAA for grades 3 to 8 and grade 11. The results are for the public school students who were enrolled for a full academic year.
- Trends in student achievement for reading and mathematics for all students in grades 4, 8, and 11.
- The most recent results of National Assessment of Educational Progress (NAEP) for Iowa grades 4 and 8 in reading and mathematics.
- Other academic indicators including the public school statewide attendance rates for kindergarten to grade 8 and graduation rates for public high schools.
- The percentage of classes not taught by highly qualified teachers (HQT) in the aggregate and disaggregate by high-poverty and low-poverty schools and by school level and academic area.
- Districts that did not make adequate yearly progress for two consecutive years under NCLB are identified as districts in need of assistance. Districts remain identified until they have made AYP for two consecutive years.
- Schools that did not make adequate yearly progress for two consecutive years under NCLB, section 1116, are identified as schools in need of assistance. Schools remain identified until they have made AYP for two consecutive years.

The race and ethnicity of Iowa students was collected in a new manner beginning in 2009-2010. Iowa made this change in accordance to federal government requirements. These changes could impact the reporting of disaggregation by race/ethnicity. Trend lines could differ between 2008-2009 and 2009-2010 when looking at subgroup data because of the different method of collecting race/ethnicity information.

In the fall of 2009, Iowa school districts re-identified all students according to a new race and ethnicity coding. The Iowa Department of Education changed race and ethnicity code standards to reflect population changes over the years. The new standards are also consistent with Census data and other national data sets, align with other agencies already using the new standards (such as health agencies), and are required for federal education

eligibility and accountability reporting (such as No Child Left Behind and the Individuals with Disabilities Education Act).

### Iowa's Race/Ethnicity Reporting Categories

#### 2008-2009 school year and previous

- African American
- American Indian
- Asian or Pacific Islander
- Hispanic
- White

#### 2009-2010 school year and beyond

- African American
- American Indian
- Asian
- Hispanic
- Hawaiian or Pacific Islander
- White
- Two or More Races

# Annual Measurable Objectives

The state's Annual Measurable Objectives (AMO) represent the minimum percentage of students who meet or exceed the proficient level by grade and subject areas (reading and mathematics). The AMO by subject area and grade are the same throughout the state for each public school and each student subgroup. Table 1 shows the AMO targets and student performance for 2011-2012 in reading and mathematics by grade and subgroup for grades 3 to 8 and 11. The data in Table 1 include the Iowa Assessment and Iowa Alternate Assessment (IAA) results for the public school students who were enrolled in the state for a full academic year.

Table 1

Reading and Mathematics 2011-2012 Annual Measurable Objectives Target vs. Reading and Mathematics Performance by Grade and Subgroup							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>Reading</b>							
AMO (2011-2012)	80.6%	82.0%	82.3%	77.3%	78.7%	80.0%	84.5%
All Students	76.8	74.4	74.3	64.6	67.5	66.1	83.9
African American	51.3	46.0	47.4	35.8	40.4	37.1	62.0
American Indian	63.0	62.9	57.0	45.7	49.6	45.6	73.1
Asian	80.1	76.6	72.7	67.1	70.4	67.0	79.5
Hawaiian or Pacific Islander	60.0	42.0	66.7	42.9	46.7	50.0	66.7
Hispanic	59.6	57.3	55.8	42.7	47.1	46.9	69.7
White	80.5	78.4	78.0	68.9	71.3	69.9	86.2
Two or more races	70.9	65.4	71.6	60.7	59.4	58.5	80.9
Male+	74.2	72.9	72.3	62.6	65.4	64.1	80.4
Female+	79.6	76.0	76.4	66.7	69.7	68.2	87.6
Disability*	39.4	35.9	33.8	22.5	22.7	20.2	38.9
Migrant**+	53.6	40.5	42.1	27.3	27.4	31.4	50.0
English Language Learner	50.7	46.7	42.2	19.9	21.2	18.8	35.5
Low Socioeconomic Status	65.1	61.4	61.5	49.1	51.4	49.9	71.3
<b>Mathematics</b>							
AMO (2011-2012)	80.5%	81.0%	82.5%	79.6%	79.0%	79.0%	84.5%
All Students	79.5	78.2	78.0	71.6	78.8	74.6	82.8
African American	51.5	48.2	49.7	42.4	49.6	41.4	57.1
American Indian	76.4	65.3	60.6	55.8	63.4	56.6	70.7
Asian	85.5	82.3	81.6	79.9	86.5	81.4	83.2
Hawaiian or Pacific Islander	60.0	46.0	72.9	51.0	55.6	60.5	51.5
Hispanic	68.0	65.0	63.0	53.7	61.6	55.5	64.8
White	82.5	81.8	81.4	75.3	82.4	78.5	85.6
Two or more races	74.7	68.3	73.0	67.1	70.5	66.1	73.7
Male+	79.8	78.9	78.5	72.3	78.1	74.8	83.1
Female+	79.1	77.4	77.4	70.8	79.6	74.5	82.5
Disability*	52.3	48.2	43.6	30.8	36.6	28.0	45.4
Migrant**+	73.5	53.2	54.0	50.0	58.9	47.7	46.0
English Language Learner	62.8	59.3	53.7	35.6	43.0	33.9	44.2
Low Socioeconomic Status	69.0	66.8	65.7	56.6	65.0	58.5	69.0

Source: Iowa Department of Education, AYP file.

Notes: +Not required for Adequate Yearly Progress (AYP) Report. \*Disability status is determined by the presence of an individualized education program (IEP). \*\*Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.



# Student Participation Rates

The Iowa Department of Education collects assessment participation rates for students in grades 3 to 8 and 11 through the Adequate Yearly Progress (AYP) annual report from all public schools and districts. Participation rates include all students regardless of full academic year enrollment status. Table 2 presents the 2011-2012 state level assessment participation rates for reading and mathematics by grade and subgroup.

Table 2

Reading and Mathematics 2011-2012 Participation Rates by Grade and Subgroup							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>Reading</b>							
All Students	99.7%	99.6%	99.7%	99.6%	99.5%	99.5%	98.2%
African American	99.1	99.1	99.2	98.6	98.6	98.4	95.4
American Indian	99.4	97.5	96.9	99.4	95.3	95.2	95.9
Asian	98.4	98.5	98.2	98.6	97.4	98.8	98.1
Hawaiian or Pacific Islander	100.0	98.3	96.5	96.7	96.6	95.7	93.9
Hispanic	99.3	99.3	99.3	99.2	99.2	98.9	96.4
White	99.8	99.7	99.8	99.8	99.6	99.6	98.5
Two or More Races	99.9	99.6	98.8	98.9	98.9	98.1	97.0
Male+	99.6	99.6	99.6	99.6	99.5	99.4	98.2
Female+	99.7	99.7	99.8	99.7	99.6	99.5	98.3
Disability*	98.7	98.7	99.0	98.9	98.3	98.2	96.1
Migrant**+	97.8	100.0	98.1	97.6	99.0	97.2	93.3
English Language Learner	98.5	98.6	98.4	98.0	97.5	96.6	95.4
Low Socioeconomic Status	99.5	99.5	99.5	99.4	99.3	99.2	96.8
<b>Mathematics</b>							
All Students	99.7%	99.7%	99.8%	99.7%	99.6%	99.6%	98.2%
African American	99.5	99.2	99.3	98.8	98.9	98.7	95.2
American Indian	99.4	96.9	96.3	99.4	95.3	94.6	95.3
Asian	99.3	99.2	99.2	99.9	99.1	99.9	98.9
Hawaiian or Pacific Islander	100.0	98.3	94.8	96.7	96.6	95.7	94.0
Hispanic	99.6	99.7	99.6	99.5	99.5	99.3	96.3
White	99.8	99.8	99.8	99.7	99.6	99.6	98.5
Two or More Races	99.9	99.6	98.9	98.9	98.9	97.9	96.9
Male+	99.7	99.7	99.8	99.6	99.5	99.5	98.1
Female+	99.8	99.8	99.8	99.7	99.7	99.6	98.2
Disability*	99.0	99.0	99.2	98.8	98.4	98.4	95.9
Migrant**+	100.0	100.0	99.1	99.2	99.0	100.0	97.8
English Language Learner	99.5	99.6	99.3	99.6	99.6	99.3	97.1
Low Socioeconomic Status	99.6	99.6	99.7	99.5	99.4	99.3	96.7

Source: Iowa Department of Education, AYP file.

Notes: +Not required for Adequate Yearly Progress Report. \*Disability status is determined by the presence of an individualized education program. \*\*Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.



# Assessment Results for Students with Disabilities

There are three ways that students with disabilities may participate in assessments: by taking the regular assessment without accommodations, taking the regular assessment with accommodations, or taking the Iowa Alternate Assessment (IAA). These options are available for both the reading and mathematics sections of the Iowa Assessment. The method of participation is determined for each student by an Individualized Education Program team and is documented in the student's Individualized Education Program (IEP).

Table 3 shows the achievement by test type in reading and mathematics for students with disabilities in grades 3 to 8 and 11 who were enrolled for a full academic year.

Table 3

2011-2012 Reading and Mathematics Achievement for Students with Disabilities by Test Type							
	Percent Proficient						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>Reading</b>							
<b>AMO (2011-2012)</b>	80.6%	82.0%	82.3%	77.3%	78.7%	80.0%	84.5%
<b>Iowa Assessment (ITP)</b>	36.1	32.5	31.3	19.3	19.7	17.4	36.7
<b>Iowa Assessment w/ Accommodations</b>	27.0	24.8	25.2	15.1	16.2	14.4	34.6
<b>Iowa Assessment w/o Accommodations</b>	66.9	64.5	61.9	48.8	47.4	46.2	53.4
<b>Iowa Alternate Assessment (IAA)</b>	93.3	89.9	74.7	84.6	77.3	72.3	76.8
<b>Iowa Assessment or IAA*</b>	39.4	35.9	33.8	22.5	22.7	20.2	38.9
<b>Mathematics</b>							
<b>AMO (2011-2012)</b>	80.5%	81.0%	82.5%	79.6%	79.0%	79.0%	84.5%
<b>Iowa Assessment (ITP)</b>	49.9	45.6	41.3	27.9	34.2	25.6	43.6
<b>Iowa Assessment w/ Accommodations</b>	43.2	39.8	35.6	23.5	30.5	22.7	41.9
<b>Iowa Assessment w/o Accommodations</b>	72.2	69.9	69.7	58.8	64.1	53.5	57.0
<b>Iowa Alternate Assessment (IAA)</b>	92.8	90.2	80.6	88.6	79.3	74.1	76.0
<b>Iowa Assessment or IAA*</b>	52.3	48.2	43.6	30.8	36.6	28.0	45.4

Sources: Iowa Department of Education, Bureau of Student and Family Support Services file and AYP file.

Notes: \*Students with disabilities who took either the Iowa Assessment or IAA.

Achievement data are for students enrolled for full academic year (FAY) only.

Table 4 shows a range of 95.9 to 99.2 percent of students with disabilities in grades 3 to 8 and 11 who participated in reading and mathematics assessments. The majority of students with IEPs participated in the Iowa Assessment (with or without accommodations) with approximately 4.8 percent of Iowa's students with disabilities participating in the IAA for reading and mathematics. Only 0.66 percent of all students (IEP and not IEP) took the IAA.

Table 4

2011-2012 Reading and Mathematics Participation Rates for Students with Disabilities by Test Type							
Number and Percent of Students							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>Reading</b>							
FAY Iowa Assessment (ITP)	3,730	4,084	4,279	4,272	4,131	4,091	3,275
FAY Iowa Assessment with Accommodations	2,877	3,293	3,567	3,745	3,675	3,706	2,912
FAY Iowa Assessment without Accommodations	853	791	712	527	456	385	363
FAY Iowa Alternate Assessment (IAA)	225	256	267	220	233	220	194
FAY Iowa Assessment or IAA	3,955	4,340	4,546	4,492	4,364	4,311	3,469
Total Iowa Assessment or IAA (FAY and non-FAY)	4,446	4,810	5,045	5,045	4,931	4,851	3,984
Total Enrollment for Students with Disabilities	4,503	4,872	5,096	5,101	5,017	4,938	4,145
Participation Rates for Students with Disabilities	98.7%	98.7%	99.0%	98.9%	98.3%	98.2%	96.1%
<b>Mathematics</b>							
FAY Iowa Assessment (ITP)	3,738	4,091	4,283	4,271	4,135	4,094	3,272
FAY Iowa Assessment with Accommodations	2,879	3,296	3,568	3,744	3,678	3,707	2,909
FAY Iowa Assessment without Accommodations	859	795	715	527	457	387	363
FAY Iowa Alternate Assessment (IAA)	221	256	265	220	232	217	192
FAY Iowa Assessment or IAA	3,959	4,347	4,548	4,491	4,367	4,311	3,464
Total Iowa Assessment or IAA (FAY and non-FAY)	4,453	4,817	5,055	5,038	4,935	4,854	3,978
Total Enrollment for Students with Disabilities	4,500	4,868	5,094	5,100	5,014	4,934	4,146
Participation Rates for Students with Disabilities	99.0%	99.0%	99.2%	98.8%	98.4%	98.4%	95.9%

Sources: Iowa Department of Education, Bureau of Student and Family Support Services file and AYP file.

Notes: FAY indicates full academic year.



# Student Performance

One of the requirements for *The State Report Card for No Child Left Behind* is to show public school students scoring at each achievement level on the Iowa Assessment for grades 3 to 8 and grade 11 as well as the alternate assessment in these grades.

Achievement data are reported by levels—Low, Intermediate, and High.

- The Achievement Levels Report for the Iowa Assessment is provided to Iowa schools to help describe the level of performance of student groups and monitor the progress of groups over time. For each of the three main achievement levels—Low, Intermediate, and High—descriptors are included in the report to identify what the typical student in each level is able to do. The Iowa Department of Education (DE) has combined the Intermediate and High performance levels to define a single achievement level called “Proficient” as a student performance indicator.
- Comparisons of results from one grade to another are not appropriate because the corresponding descriptions of performance are not exactly the same from grade to grade. For example, “Low” in reading comprehension does not mean exactly the same thing at grade 4 and grade 11.
- Comparisons from one subject area to another are not appropriate because the corresponding descriptions of performance are much different from subject to subject. For example, “Low” in grade 4 reading comprehension does not mean the same thing as “Low” in grade 4 mathematics.
- Separate tables show achievement level performance for students by gender, racial/ethnic, disability, socioeconomic, primary language, and migrant subgroups. These subgroups vary in size from year to year. The subgroup data should not be averaged to obtain an overall value that matches the data for the total grade group.

The Iowa Alternate Assessment (IAA) measures what students know and can do at their grade level in reading and mathematics as compared to Iowa’s Alternate Achievement Standards and is designed for students with the most significant cognitive disabilities. There are three levels of proficiency for the IAA: Basic (non-proficient), Proficient, and Advanced (proficient and advanced are combined to form “Proficient” for AYP).

## Reading

Table 5 shows student performance by achievement level for 2011-2012. Figures 1 to 21 show the reading trends for all public school students in grades 4, 8 and 11 and by subgroups.

Table 5

Reading Performance by Achievement Level 2011-2012				
	Percent of Students			
	Proficient	High	Intermediate	Low
<b>Grade 3</b>				
All Students	76.8	17.3	59.6	23.2
African American	51.3	5.6	45.7	48.7
American Indian	63.0	14.2	48.8	37.0
Asian	80.1	21.5	58.7	19.9
Hawaiian or Pacific Islander	60.0	8.9	51.1	40.0
Hispanic	59.6	6.7	52.9	40.4
White	80.5	19.1	61.4	19.5
Two or more races	70.9	15.3	55.7	29.1
Male+	74.2	15.4	58.8	25.8
Female+	79.6	19.2	60.4	20.4
Disability*	39.4	7.1	32.3	60.6
Migrant**+	53.6	2.4	51.2	46.4
English Language Learner	50.7	3.6	47.1	49.3
Low Socioeconomic Status	65.1	9.1	55.9	34.9
<b>Grade 4</b>				
All Students	74.4	17.8	56.6	25.6
African American	46.0	6.3	39.8	54.0
American Indian	62.9	9.7	53.2	37.1
Asian	76.6	20.7	55.9	23.4
Hawaiian or Pacific Islander	42.0	2.0	40.0	58.0
Hispanic	57.3	7.1	50.2	42.7
White	78.4	19.9	58.5	21.6
Two or more races	65.4	11.8	53.6	34.6
Male+	72.9	16.4	56.5	27.1
Female+	76.0	19.3	56.7	24.0
Disability*	35.9	7.2	28.8	64.0
Migrant**+	40.5	0.0	40.5	59.5
English Language Learner	46.7	2.8	44.0	53.3
Low Socioeconomic Status	61.4	9.3	52.1	38.7
<b>Grade 5</b>				
All Students	74.3	14.9	59.4	25.7
African American	47.4	3.8	43.6	52.6
American Indian	57.0	2.3	54.7	43.0
Asian	72.7	20.0	52.7	27.3
Hawaiian or Pacific Islander	66.7	6.3	60.4	33.3
Hispanic	55.8	5.2	50.6	44.2
White	78.0	16.6	61.4	22.0
Two or more races	71.6	11.2	60.5	28.4
Male+	72.3	14.5	57.8	27.7
Female+	76.4	15.2	61.2	23.6
Disability*	33.8	5.8	28.1	66.2
Migrant**+	42.1	2.6	39.5	57.9
English Language Learner	42.2	1.8	40.5	57.8
Low Socioeconomic Status	61.5	7.5	54.1	38.5

Table 5 (continued)

Reading Performance by Achievement Level 2011-2012				
	Percent of Students			
	Proficient	High	Intermediate	Low
<b>Grade 6</b>				
All Students	64.6	14.0	50.6	35.4
African American	35.8	4.3	31.5	64.2
American Indian	45.7	3.1	42.6	54.3
Asian	67.1	20.4	46.7	33.0
Hawaiian or Pacific Islander	42.9	10.2	32.7	57.1
Hispanic	42.7	5.4	37.3	57.3
White	68.9	15.4	53.4	31.1
Two or more races	60.7	12.2	48.4	39.3
Male+	62.6	13.8	48.8	37.4
Female+	66.7	14.2	52.5	33.3
Disability*	22.5	4.0	18.6	77.5
Migrant**+	27.3	1.1	26.1	72.7
English Language Learner	19.9	1.2	18.7	80.2
Low Socioeconomic Status	49.1	6.3	42.8	50.9
<b>Grade 7</b>				
All Students	67.5	12.4	55.0	32.5
African American	40.4	2.5	37.9	59.6
American Indian	49.6	6.9	42.8	50.4
Asian	70.4	19.1	51.3	29.6
Hawaiian or Pacific Islander	46.7	4.4	42.2	53.3
Hispanic	47.1	4.4	42.7	52.9
White	71.3	13.7	57.6	28.7
Two or more races	59.4	10.9	48.5	40.6
Male+	65.4	12.8	52.6	34.6
Female+	69.7	12.1	57.6	30.4
Disability*	22.7	2.5	20.3	77.2
Migrant**+	27.4	4.1	23.3	72.6
English Language Learner	21.2	1.1	20.1	78.8
Low Socioeconomic Status	51.4	5.1	46.3	48.6
<b>Grade 8</b>				
All Students	66.1	11.5	54.6	33.9
African American	37.1	2.7	34.5	62.9
American Indian	45.6	4.4	41.2	54.4
Asian	67.0	18.8	48.2	33.0
Hawaiian or Pacific Islander	50.0	2.6	47.4	50.0
Hispanic	46.9	4.7	42.2	53.1
White	69.9	12.6	57.3	30.1
Two or more races	58.5	8.0	50.5	41.5
Male+	64.1	11.3	52.9	35.9
Female+	68.2	11.7	56.5	31.8
Disability*	20.2	2.0	18.2	79.8
Migrant**+	31.4	1.2	30.2	68.6
English Language Learner	18.8	1.4	17.3	81.2
Low Socioeconomic Status	49.9	5.0	44.9	50.1

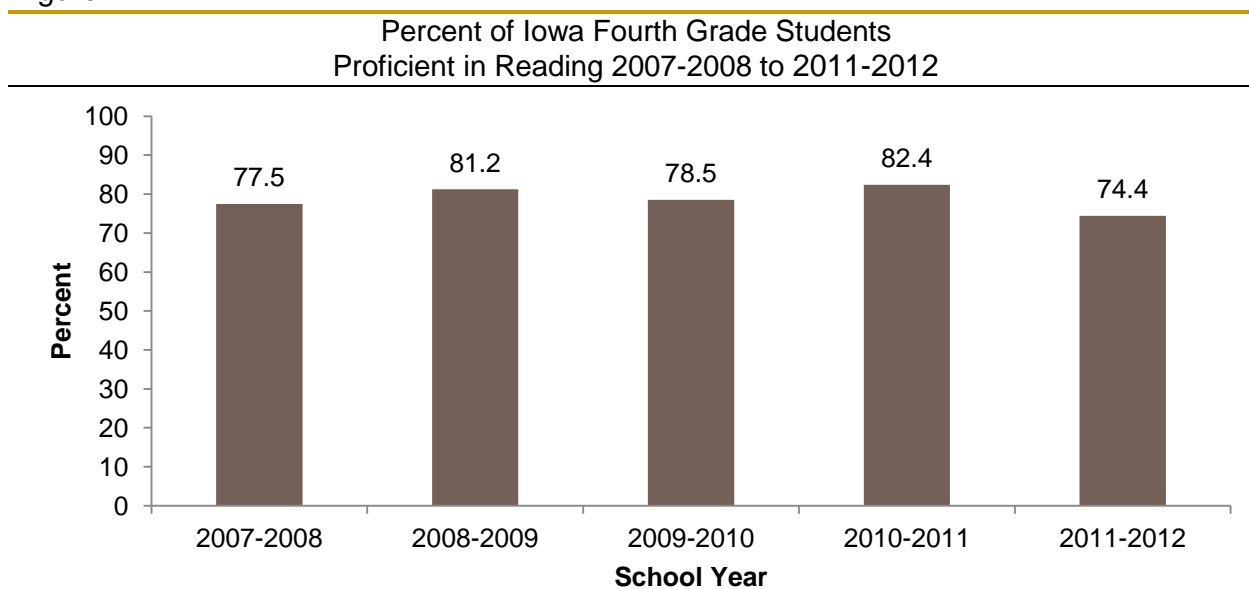
Table 5 (continued)

Reading Performance by Achievement Level 2011-2012				
	Proficient	Percent of Students		
		High	Intermediate	Low
Grade 11				
All Students	83.9	14.8	69.2	16.1
African American	62.0	5.5	56.6	38.0
American Indian	73.1	6.4	66.7	27.0
Asian	79.5	19.3	60.2	20.5
Hawaiian or Pacific Islander	66.7	3.0	63.6	33.3
Hispanic	69.7	5.6	64.1	30.3
White	86.2	15.9	70.4	13.8
Two or more races	80.9	11.2	69.7	19.1
Male+	80.4	13.1	67.3	19.6
Female+	87.6	16.4	71.1	12.4
Disability*	38.9	3.6	35.3	61.1
Migrant**+	50.0	0.0	50.0	50.0
English Language Learner	35.5	0.5	35.1	64.5
Low Socioeconomic Status	71.3	6.4	64.9	28.7

Source: Iowa Department of Education, AYP file.

Notes: +Not required for Adequate Yearly Progress Report. \*Disability status is determined by the presence of an individualized education program. \*\*Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood. The Iowa Department of Education has combined the Intermediate and High achievement levels to define a single achievement level called Proficient. Figures for High, Intermediate, and Low may not total 100 percent due to rounding.

Figure 1

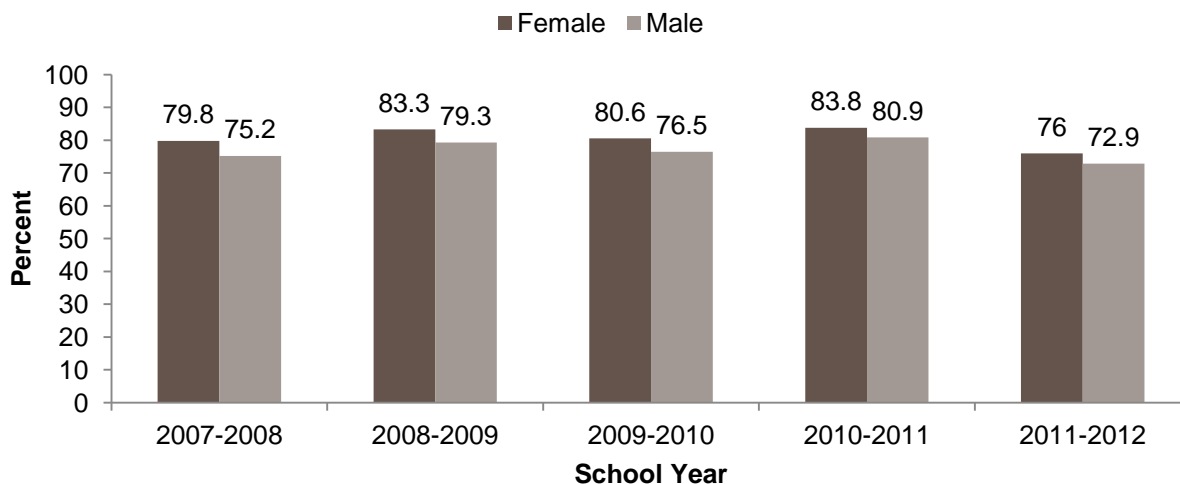


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 2

Percent of Iowa Fourth Grade Students Proficient in Reading  
by Gender 2007-2008 to 2011-2012

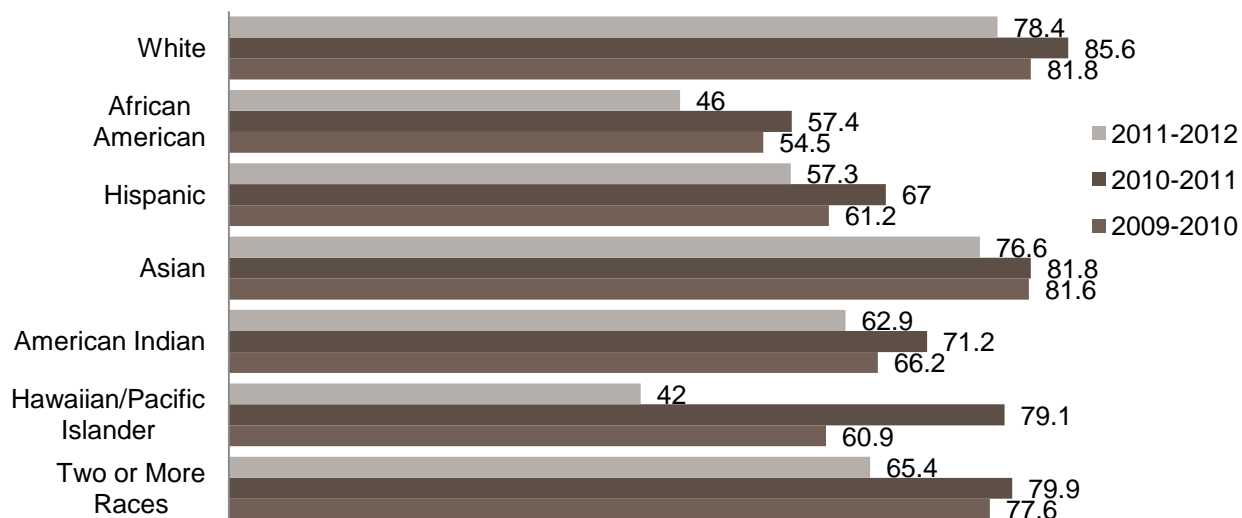


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 3

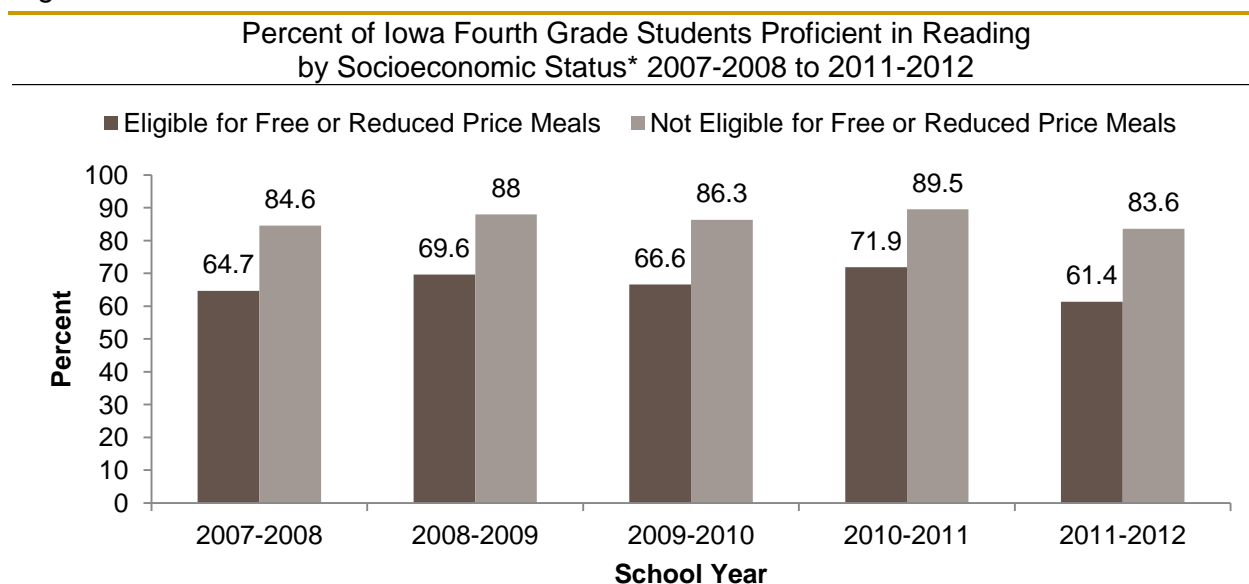
Percent of Iowa Fourth Grade Students Proficient in Reading  
by Race/Ethnicity 2007-2008 to 2011-2012



Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 4

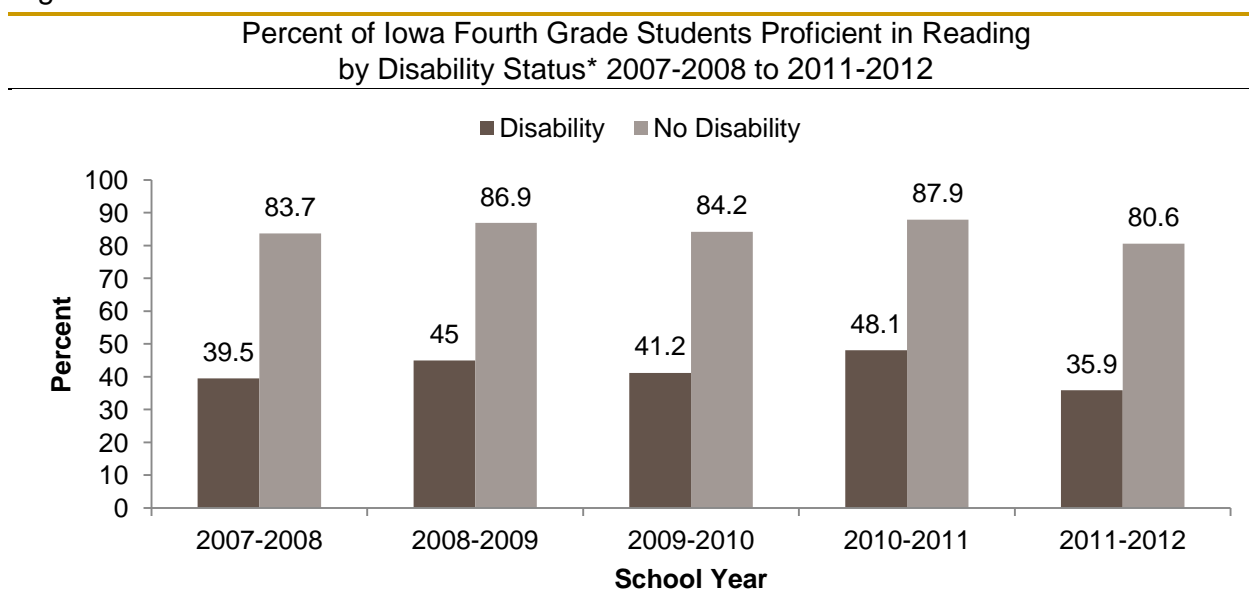


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 5

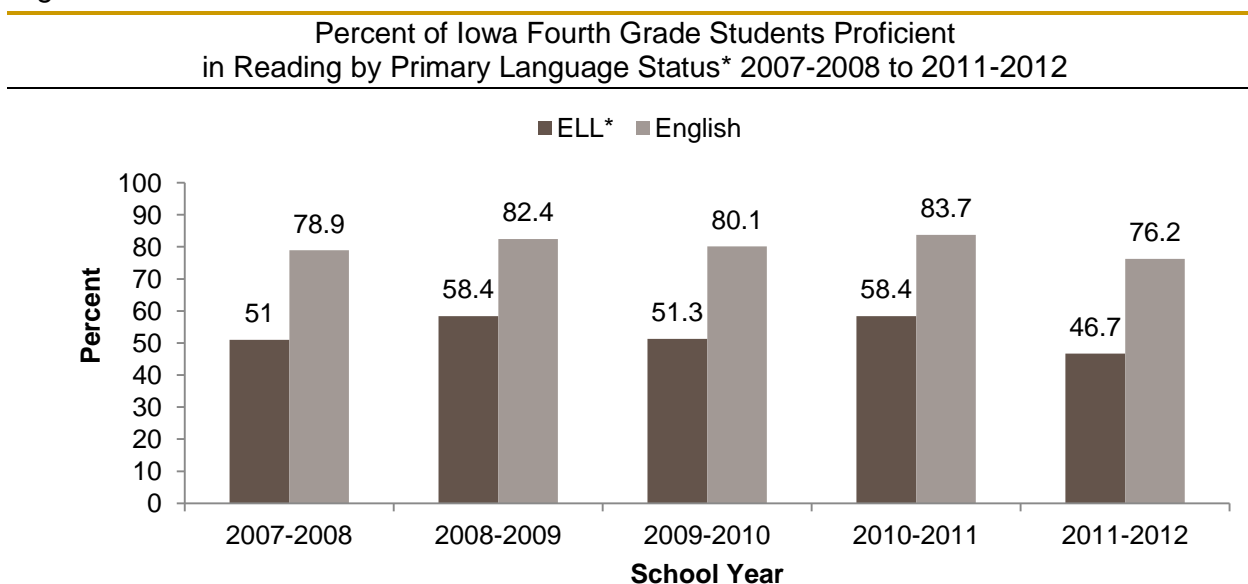


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Disability status is determined by the presence of an individualized education program (IEP).

Figure 6



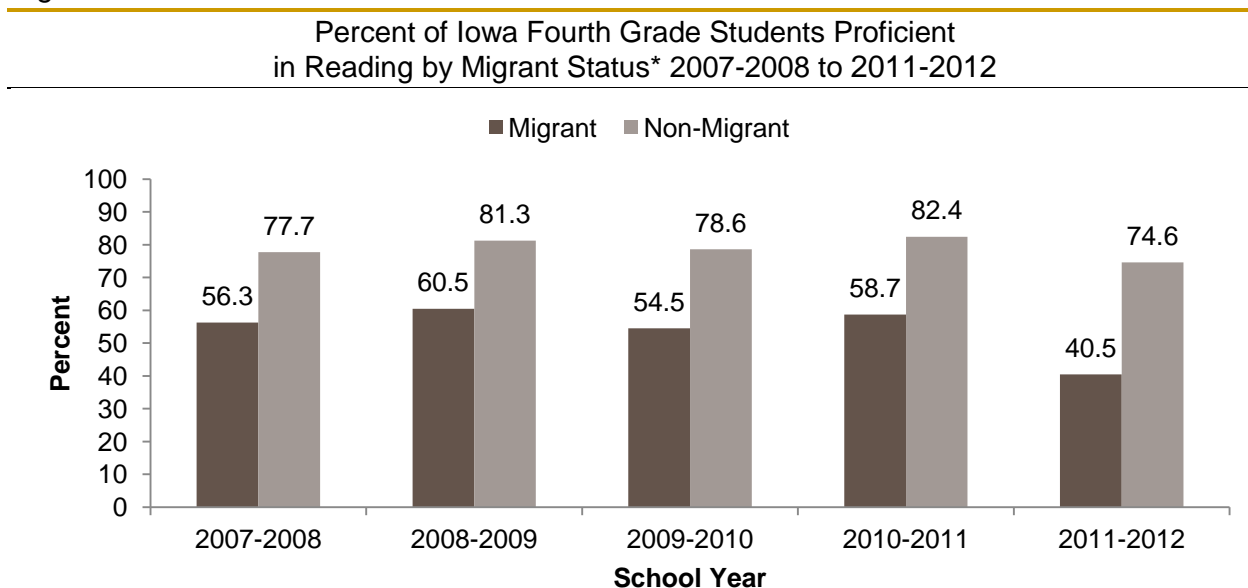
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Primary language status classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

\*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 7

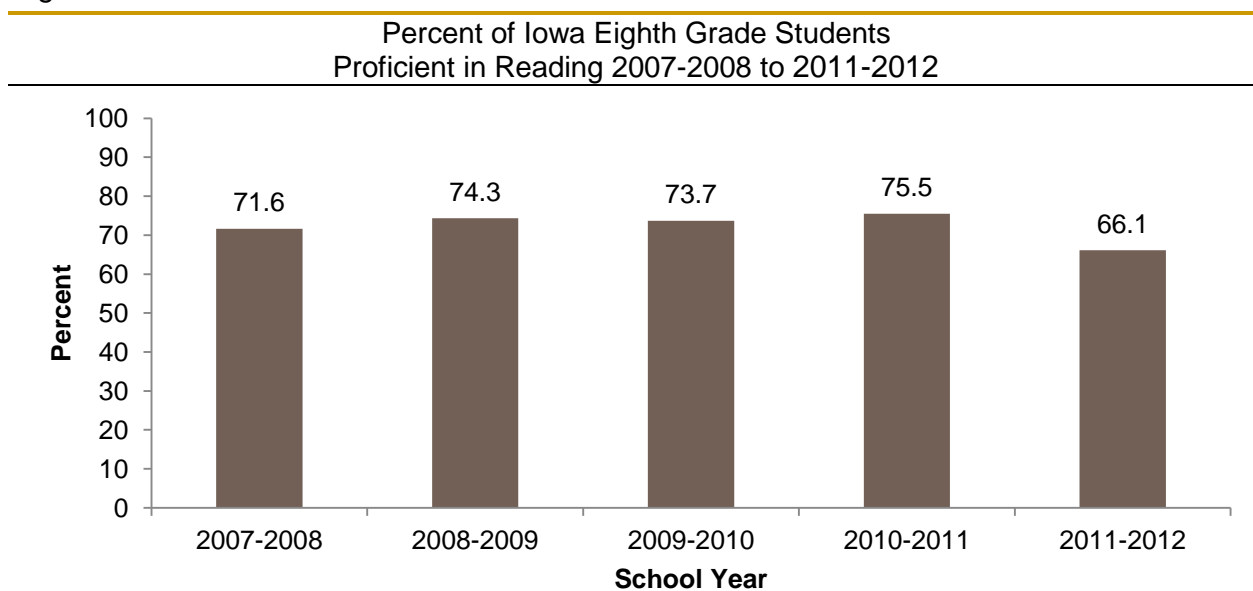


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

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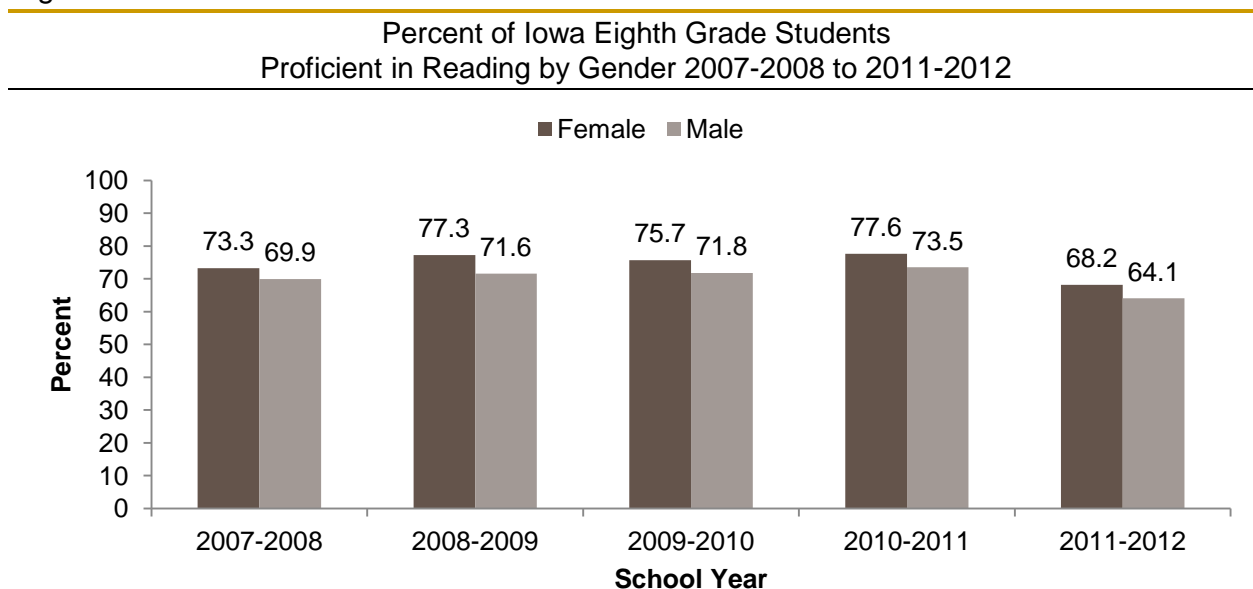
Figure 8



Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 9

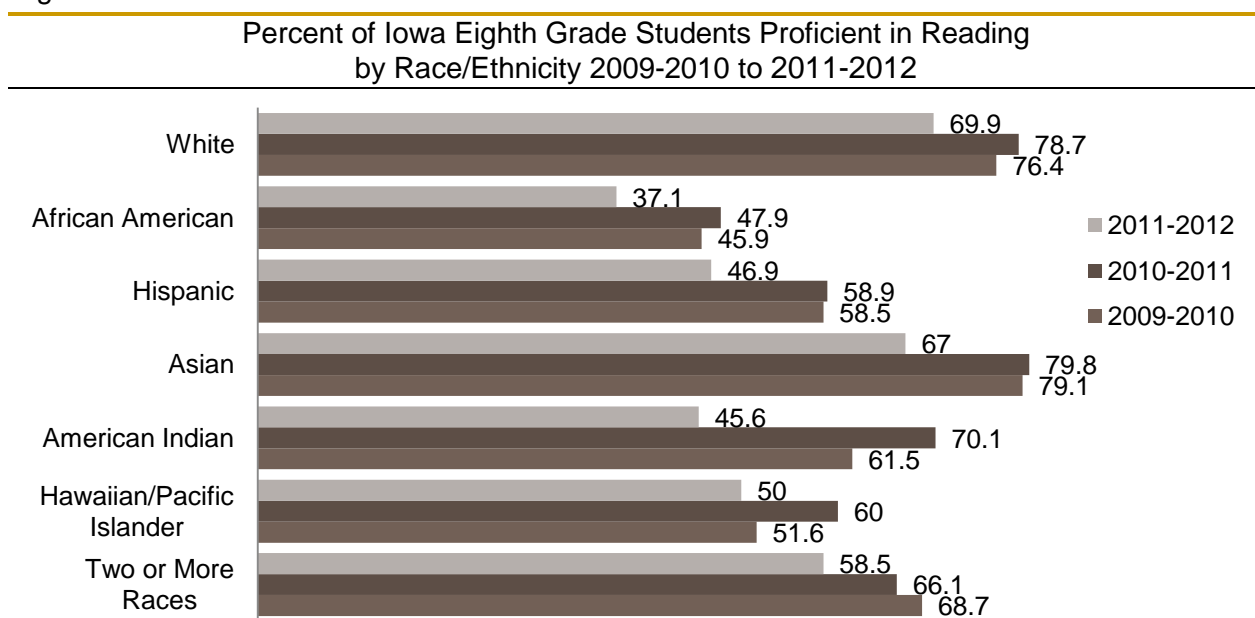


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.



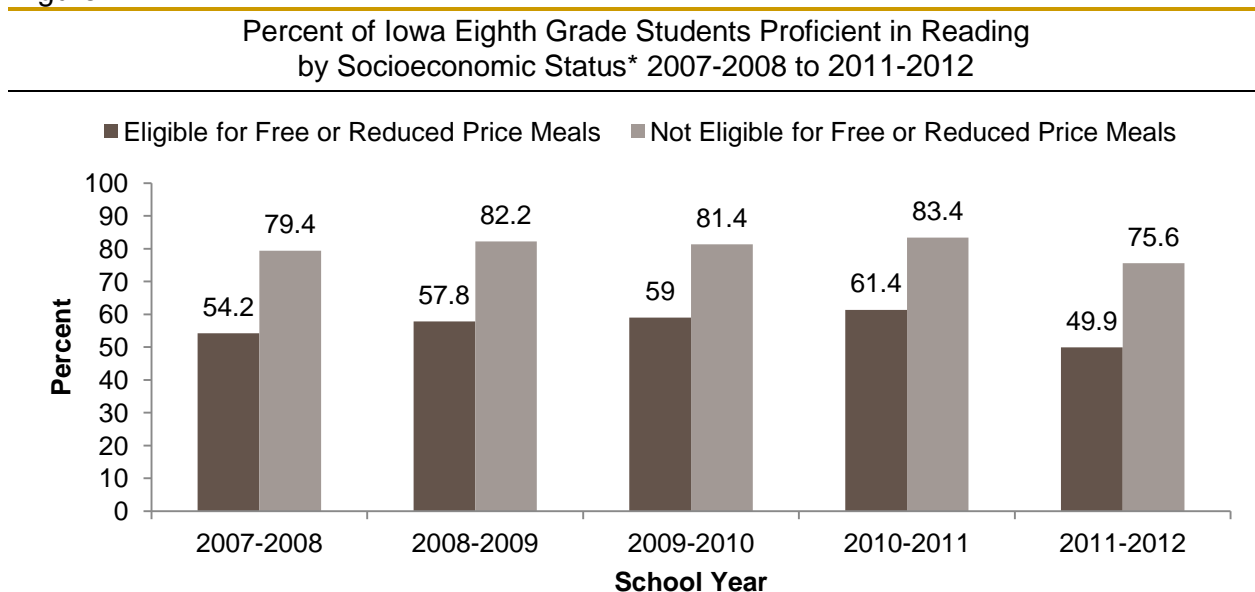
Figure 10



Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 11

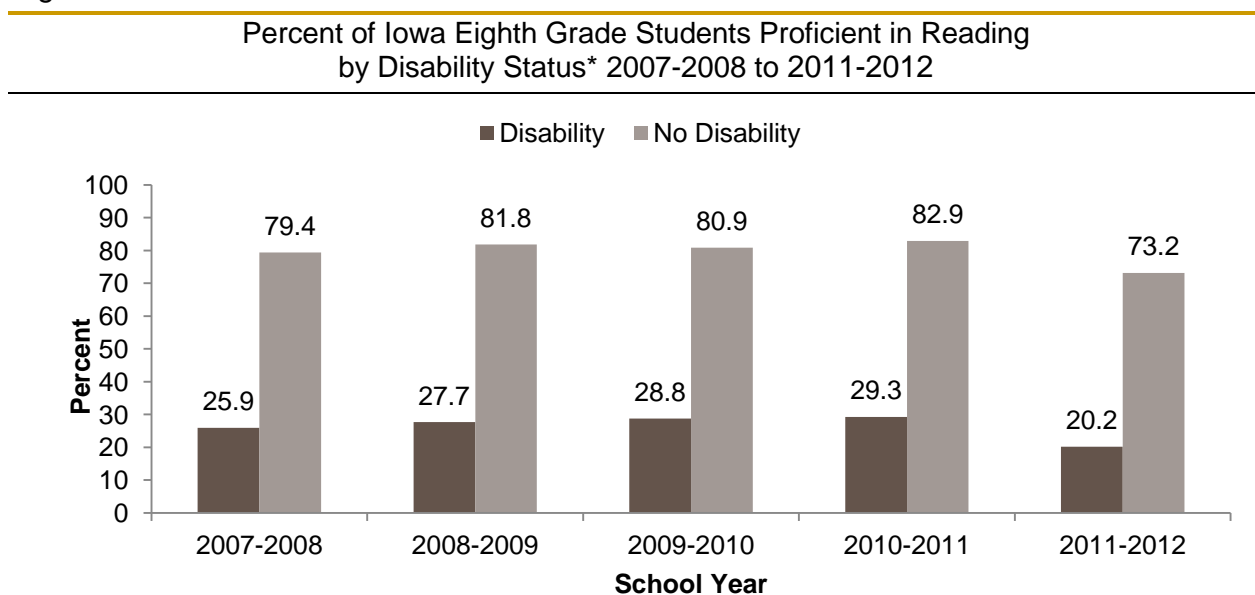


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 12

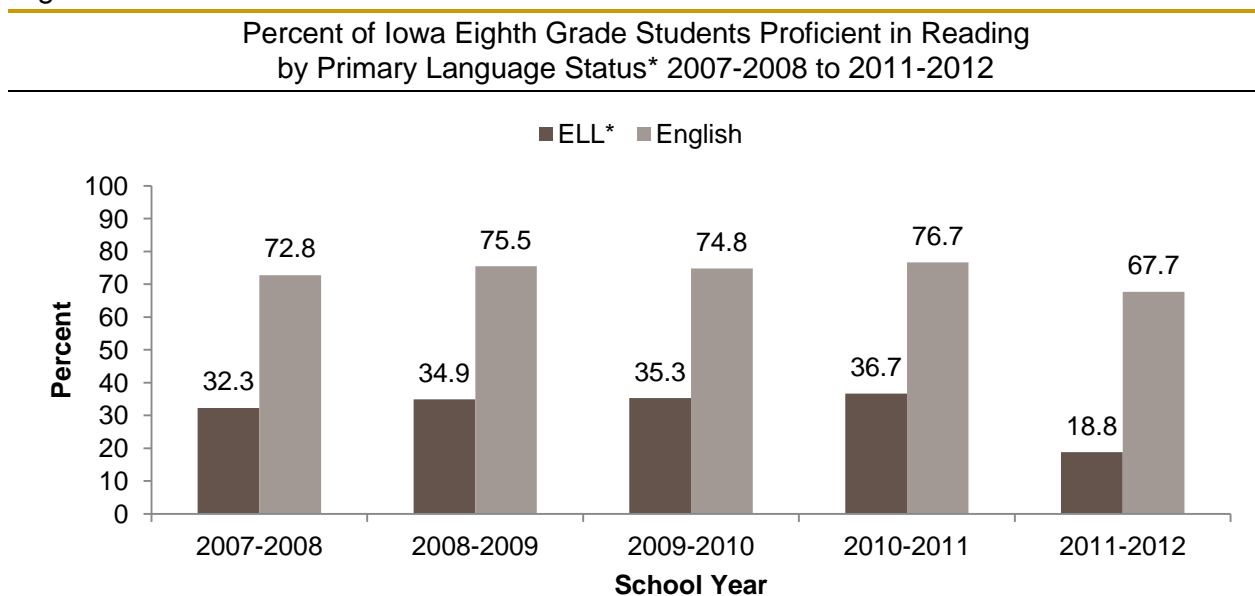


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Disability status is determined by the presence of an individualized education program (IEP).

Figure 13

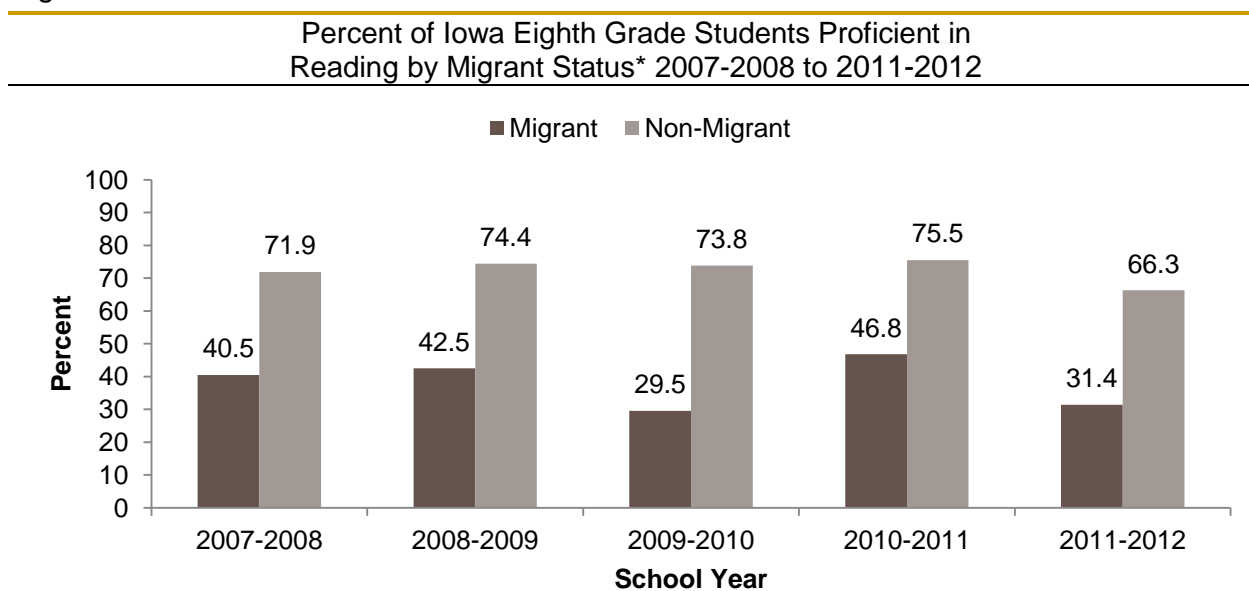


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Primary language status classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 14

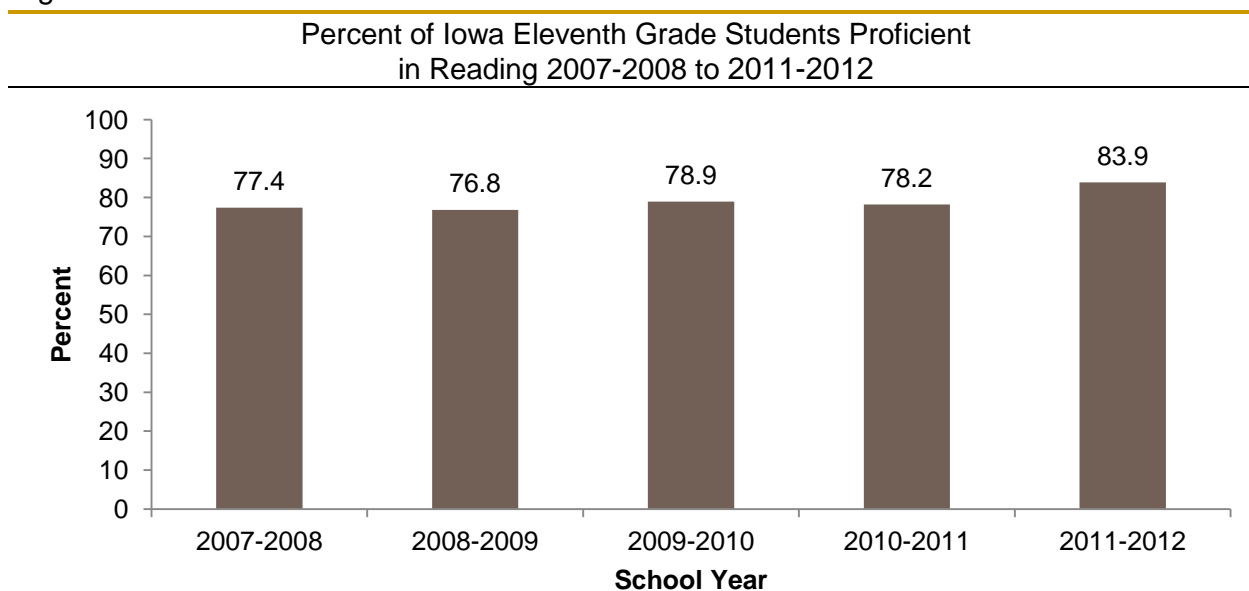


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

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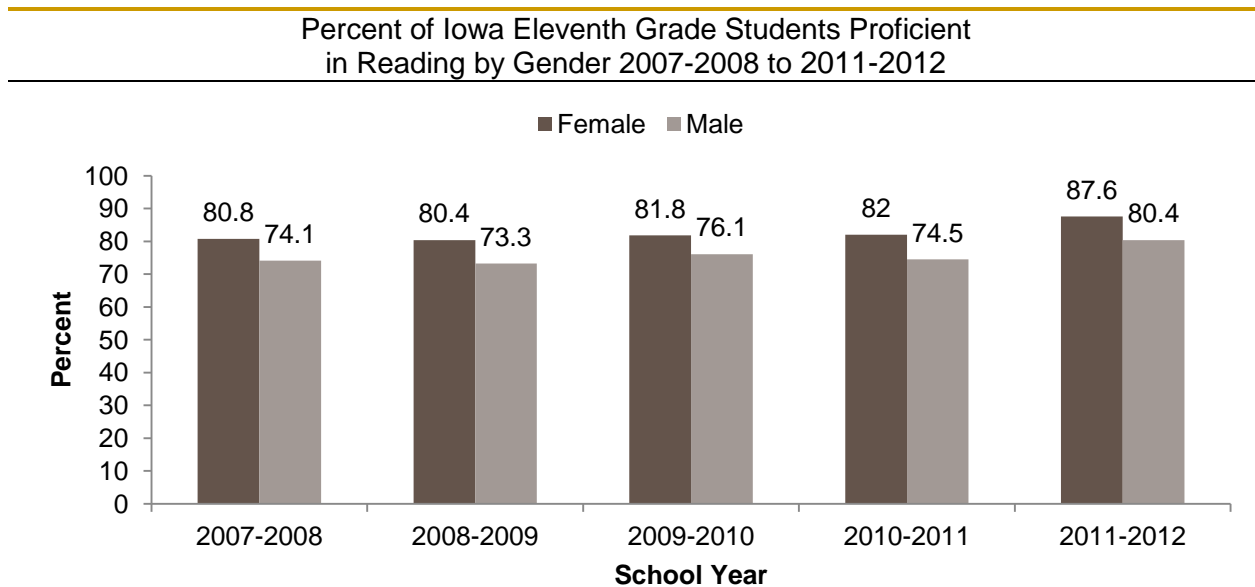
Figure 15



Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

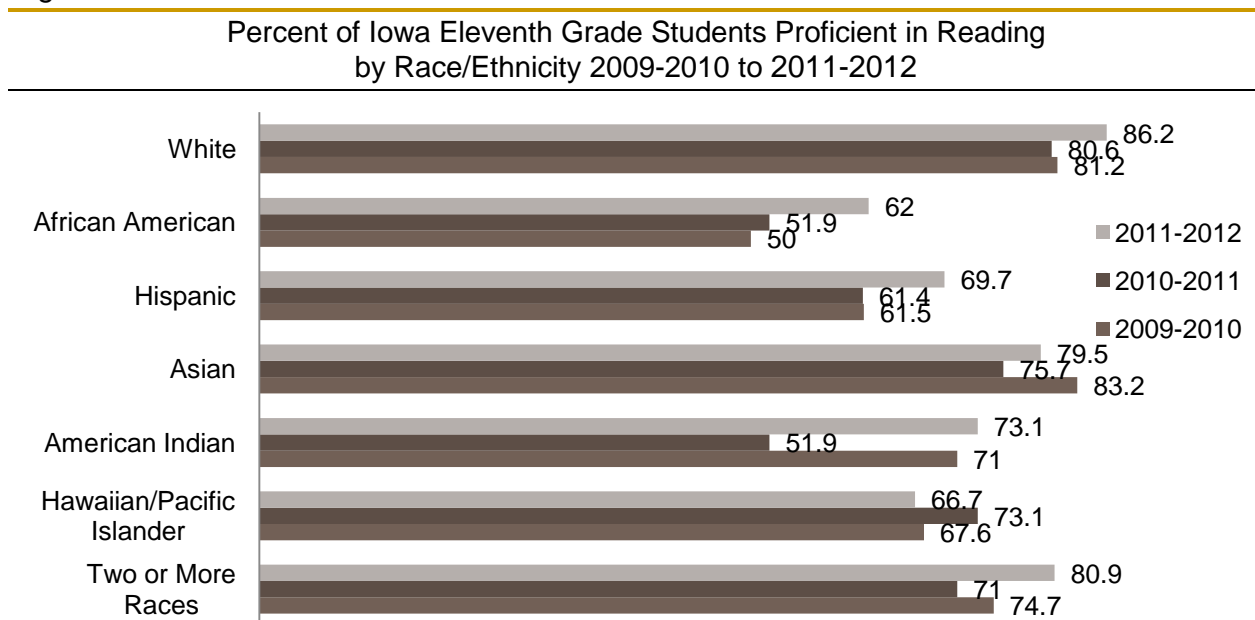
Figure 16



Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

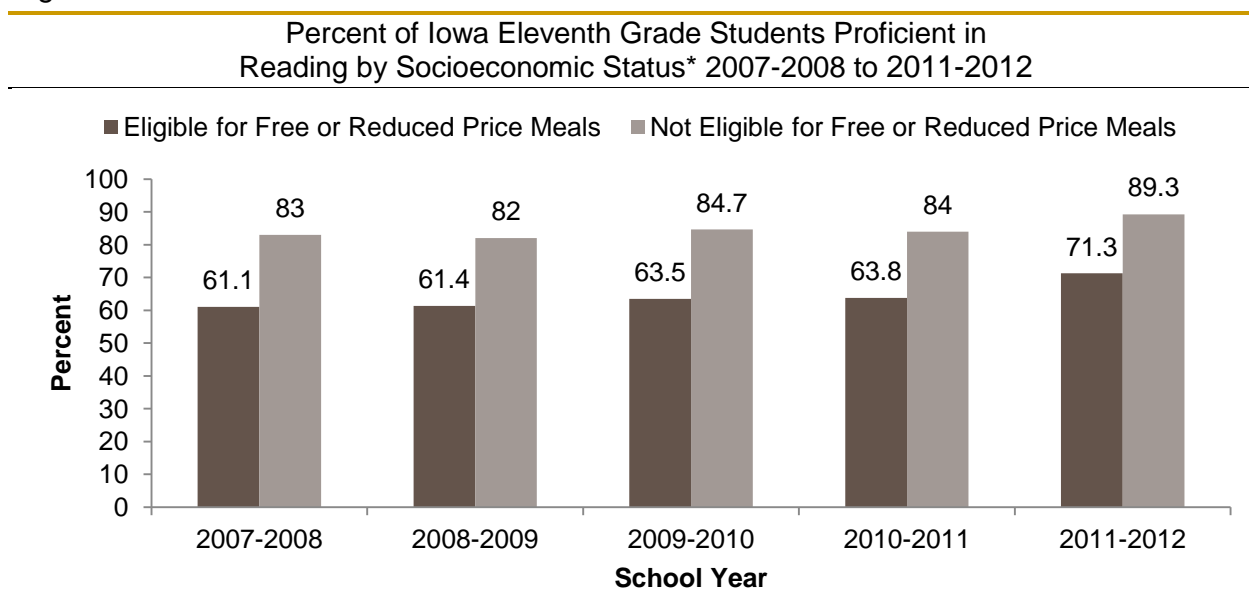
Figure 17



Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 18

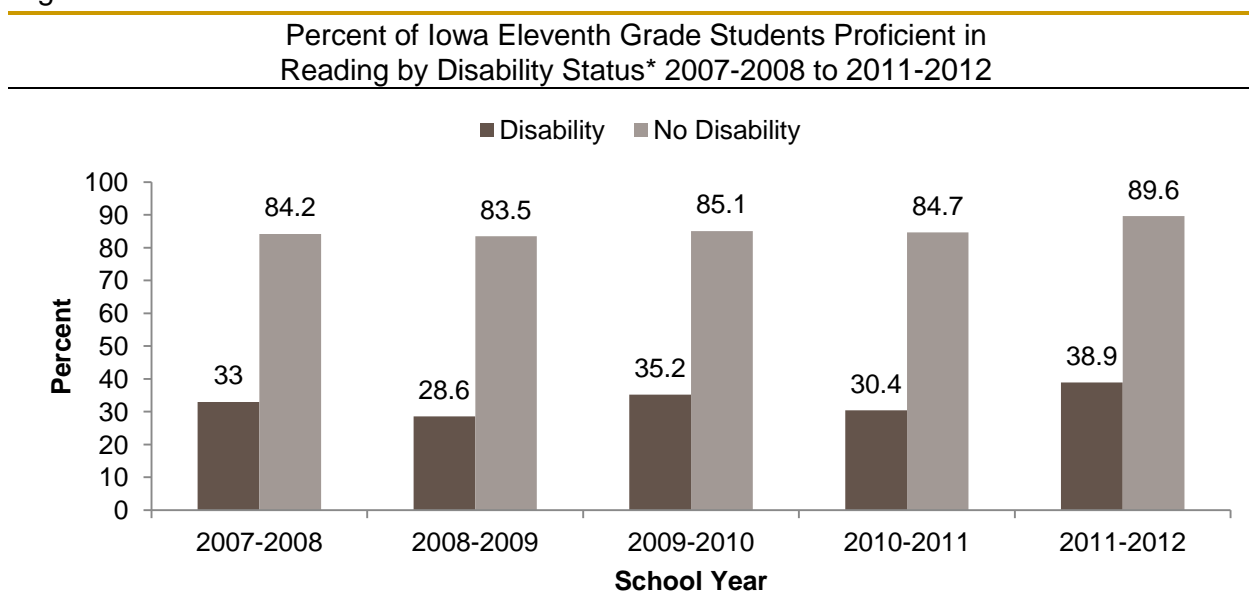


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 19

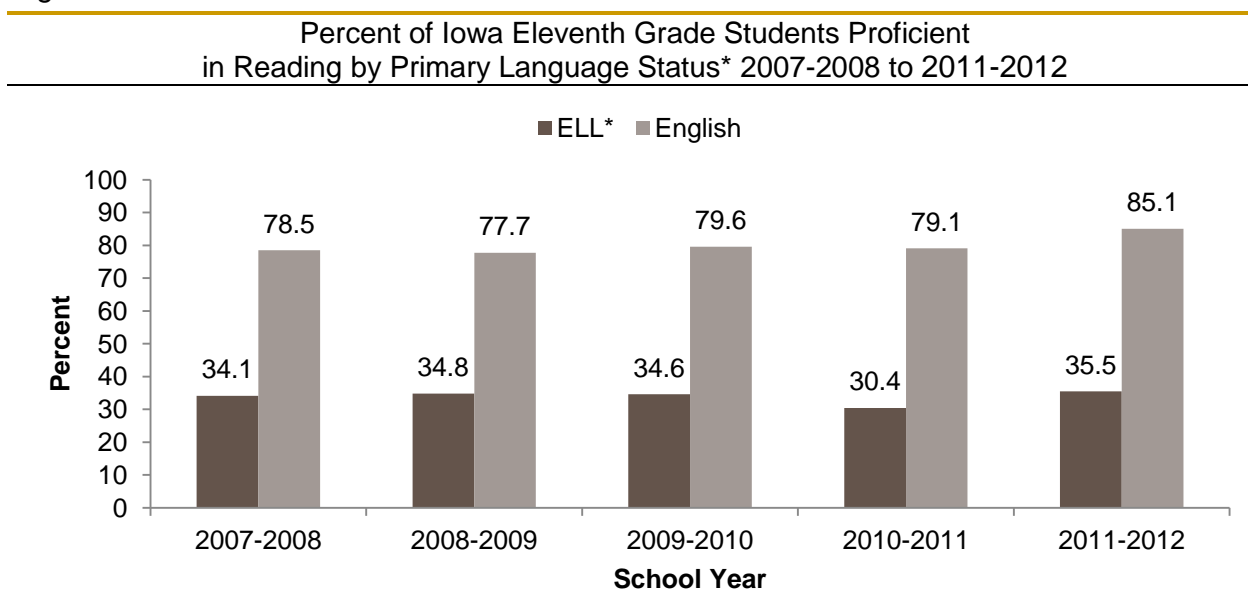


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Disability status is determined by the presence of an individualized education program (IEP).

Figure 20

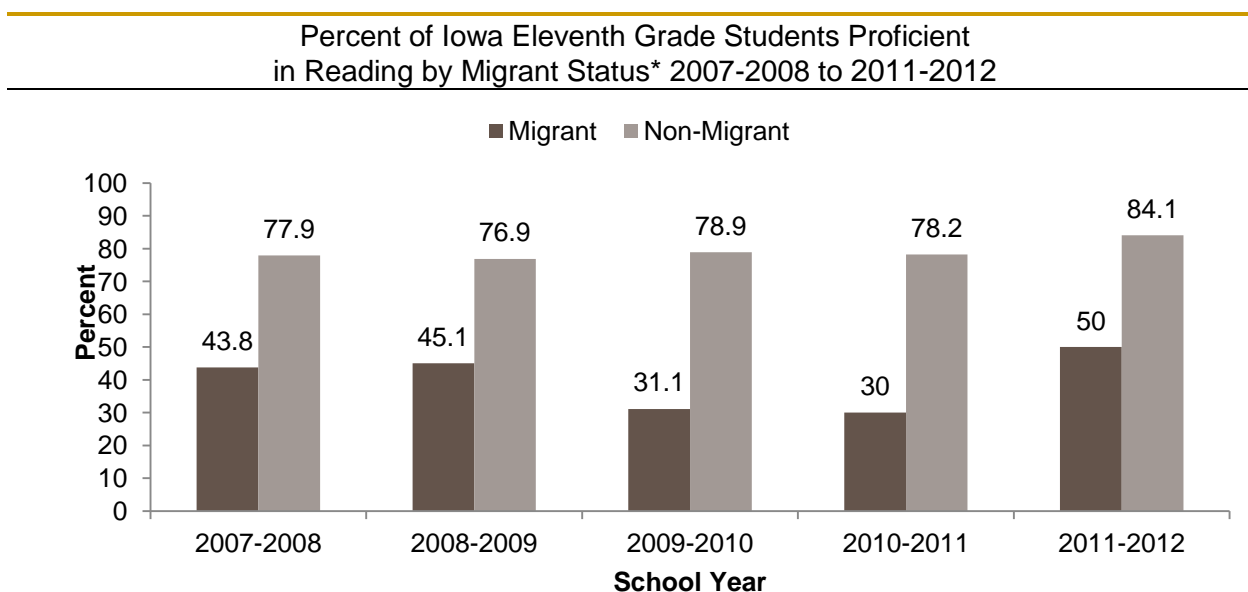


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

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Figure 21



Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Migrant status is defined as migrant or non-migrant as follows: Migrant: a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

## Mathematics

The mathematics assessment results of all students in Iowa public schools are presented in this section. Table 6 shows grades 3 to 8 and 11 student performance by achievement level for 2011-2012. Figures 22 to 42 show the mathematics trends for all students for grades 4, 8, and 11 and by subgroups.

Table 6

Mathematics Performance by Achievement Level 2011-2012				
	Percent of Students			
	Proficient	High	Intermediate	Low
<b>Grade 3</b>				
All Students	79.5	23.3	56.2	20.5
African American	51.5	7.6	43.9	48.5
American Indian	76.4	14.2	62.2	23.6
Asian	85.5	32.5	53.0	14.5
Hawaiian or Pacific Islander	60.0	8.9	51.1	40.0
Hispanic	68.0	11.0	57.0	32.0
White	82.5	25.6	56.9	17.5
Two or more races	74.7	17.5	57.2	25.3
Male+	79.8	25.0	54.8	20.2
Female+	79.1	21.5	57.7	20.9
Disability*	52.3	8.8	43.5	47.7
Migrant**+	73.5	16.9	56.6	26.5
English Language Learner	62.8	9.7	53.1	37.2
Low Socioeconomic Status	69.0	13.6	55.4	31.0
<b>Grade 4</b>				
All Students	78.2	22.0	56.2	21.8
African American	48.2	6.1	42.1	51.8
American Indian	65.3	8.9	56.5	34.7
Asian	82.3	31.0	51.3	17.7
Hawaiian or Pacific Islander	46.0	8.0	38.0	54.0
Hispanic	65.0	9.8	55.2	35.0
White	81.8	24.3	57.5	18.2
Two or more races	68.3	17.8	50.6	31.7
Male+	78.9	24.5	54.4	21.1
Female+	77.4	19.3	58.1	22.6
Disability*	48.2	7.7	40.6	51.7
Migrant**+	53.2	6.3	46.8	46.8
English Language Learner	59.3	6.0	53.3	40.8
Low Socioeconomic Status	66.8	11.6	55.2	33.2

Table 6 (continued)

Mathematics Performance by Achievement Level 2011-2012				
	Percent of Students			
	Proficient	High	Intermediate	Low
<b>Grade 5</b>				
All Students	78.0	23.4	54.6	22.0
African American	49.7	6.2	43.6	50.3
American Indian	60.6	11.0	49.6	39.4
Asian	81.6	35.5	46.1	18.4
Hawaiian or Pacific Islander	72.9	12.5	60.4	27.1
Hispanic	63.0	10.7	52.4	37.0
White	81.4	25.6	55.8	18.6
Two or more races	73.0	20.7	52.4	27.0
Male+	78.5	25.9	52.6	21.5
Female+	77.4	20.8	56.7	22.6
Disability*	43.6	6.0	37.6	56.4
Migrant**+	54.0	10.5	43.4	46.1
English Language Learner	53.7	5.0	48.6	46.4
Low Socioeconomic Status	65.7	11.5	54.2	34.3
<b>Grade 6</b>				
All Students	71.6	19.2	52.4	28.4
African American	42.4	4.4	38.1	57.6
American Indian	55.8	7.0	48.8	44.2
Asian	79.9	34.0	45.9	20.1
Hawaiian or Pacific Islander	51.0	16.3	34.7	49.0
Hispanic	53.7	6.8	46.9	46.3
White	75.3	21.2	54.1	24.7
Two or more races	67.1	15.0	52.1	32.9
Male+	72.3	21.0	51.3	27.7
Female+	70.8	17.3	53.6	29.2
Disability*	30.8	5.1	25.8	69.1
Migrant**+	50.0	2.3	47.7	50.0
English Language Learner	35.6	2.4	33.2	64.4
Low Socioeconomic Status	56.6	8.3	48.3	43.4
<b>Grade 7</b>				
All Students	78.8	19.8	59.1	21.2
African American	49.6	4.3	45.3	50.4
American Indian	63.4	9.2	54.2	36.6
Asian	86.5	34.5	52.0	13.5
Hawaiian or Pacific Islander	55.6	6.7	48.9	44.4
Hispanic	61.6	6.3	55.3	38.4
White	82.4	21.9	60.5	17.6
Two or more races	70.5	13.8	56.7	29.5
Male+	78.1	21.2	56.8	21.9
Female+	79.6	18.2	61.4	20.4
Disability*	36.6	3.7	32.9	63.4
Migrant**+	58.9	4.1	54.8	41.1
English Language Learner	43.0	2.0	41.1	57.0
Low Socioeconomic Status	65.0	7.9	57.2	34.9



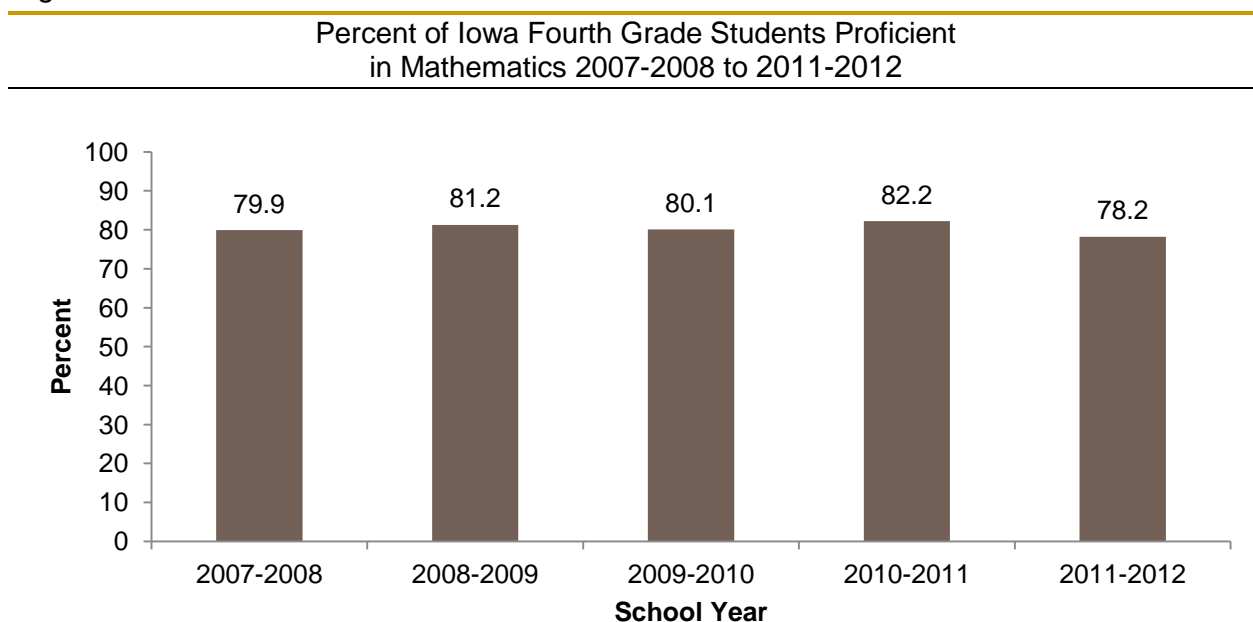
Table 6 (continued)

Mathematics Performance by Achievement Level 2011-2012				
	Percent of Students			
	Proficient	High	Intermediate	Low
<b>Grade 8</b>				
All Students	74.6	19.0	55.6	25.4
African American	41.4	4.2	37.3	58.6
American Indian	56.6	8.8	47.8	43.4
Asian	81.4	36.1	45.3	18.7
Hawaiian or Pacific Islander	60.5	7.9	52.6	39.5
Hispanic	55.5	6.7	48.9	44.5
White	78.5	20.8	57.7	21.5
Two or more races	66.1	13.6	52.5	33.9
Male+	74.8	21.6	53.1	25.3
Female+	74.5	16.3	58.2	25.5
Disability*	28.0	3.0	25.0	72.0
Migrant**+	47.7	3.5	44.2	52.3
English Language Learner	33.9	2.3	31.6	66.1
Low Socioeconomic Status	58.5	8.2	50.4	41.5
<b>Grade 11</b>				
All Students	82.8	17.8	65.0	17.2
African American	57.1	3.5	53.6	42.9
American Indian	70.7	6.4	64.3	29.3
Asian	83.2	28.5	54.7	16.8
Hawaiian or Pacific Islander	51.5	6.1	45.5	48.5
Hispanic	64.8	5.8	59.0	35.2
White	85.6	19.3	66.3	14.4
Two or more races	73.7	11.6	62.2	26.3
Male+	83.1	20.4	62.7	16.9
Female+	82.5	15.2	67.3	17.5
Disability*	45.4	1.7	43.6	54.7
Migrant**+	46.0	1.6	44.4	54.0
English Language Learner	44.2	1.4	42.8	55.8
Low Socioeconomic Status	69.0	6.3	62.7	31.0

Source: Iowa Department of Education, AYP file.

Notes: +Not required for Adequate Yearly Progress Report. \*Disability status is determined by the presence of an individualized education program. \*\*Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood. The Iowa Department of Education has combined the Intermediate and High achievement levels to define a single achievement level called Proficient. Figures for High, Intermediate, and Low may not total 100 percent due to rounding.

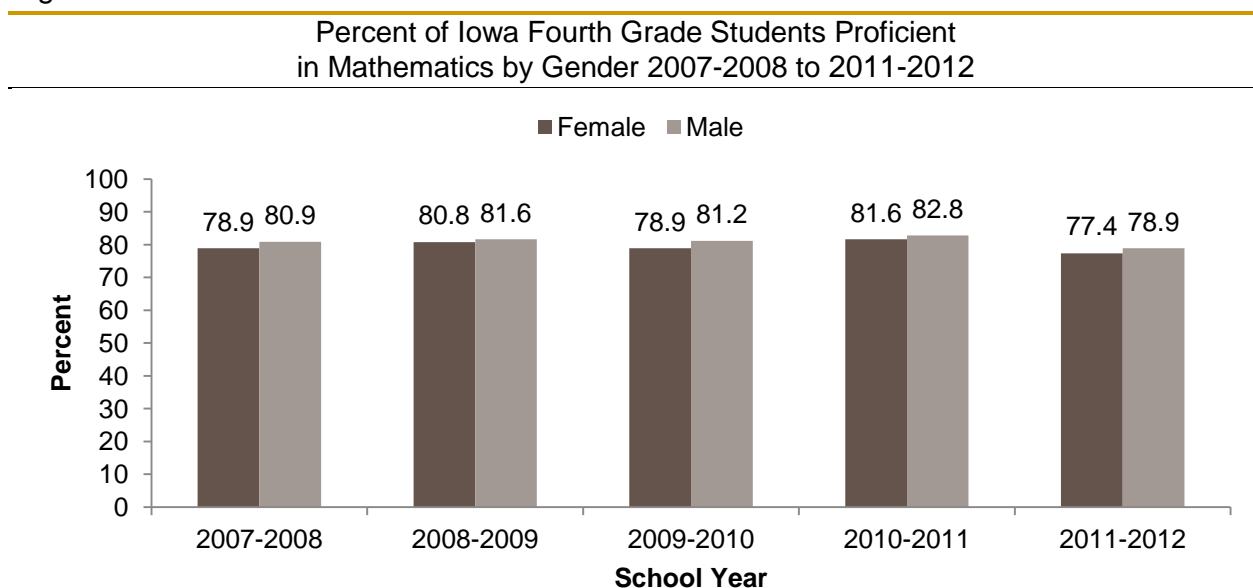
Figure 22



Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

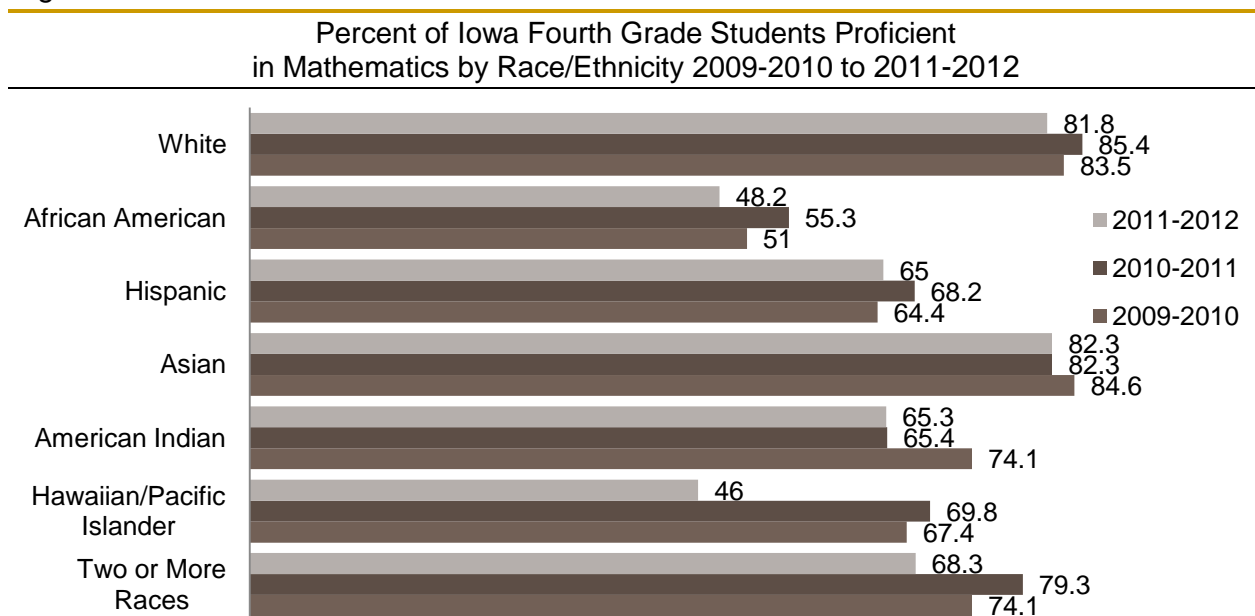
Figure 23



Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

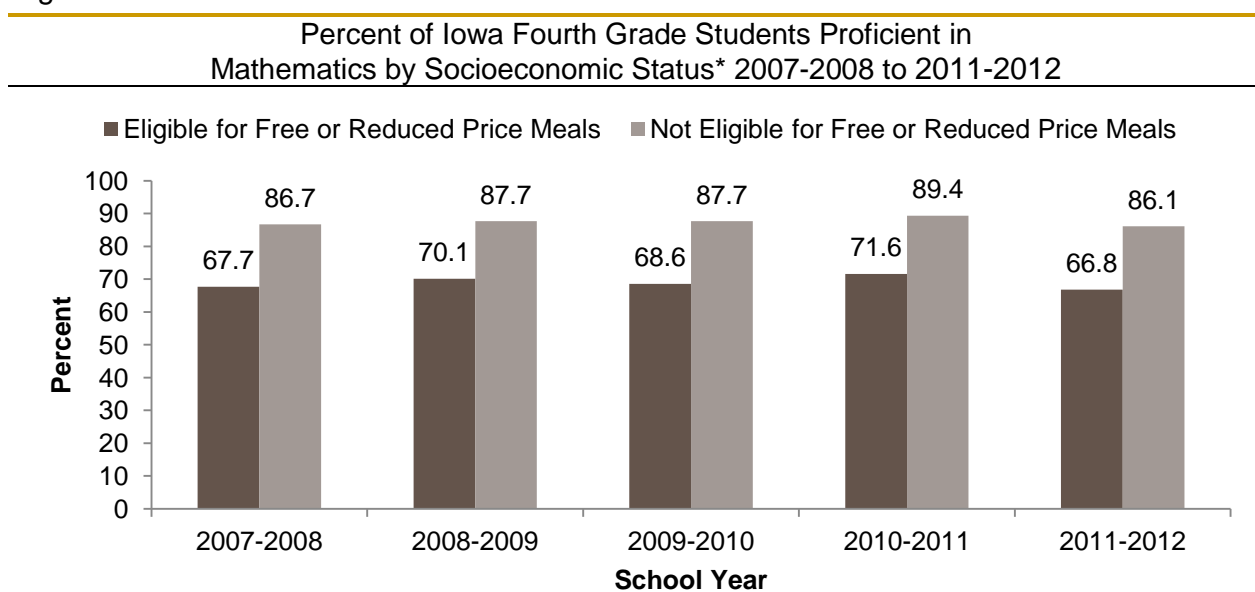
Figure 24



Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 25

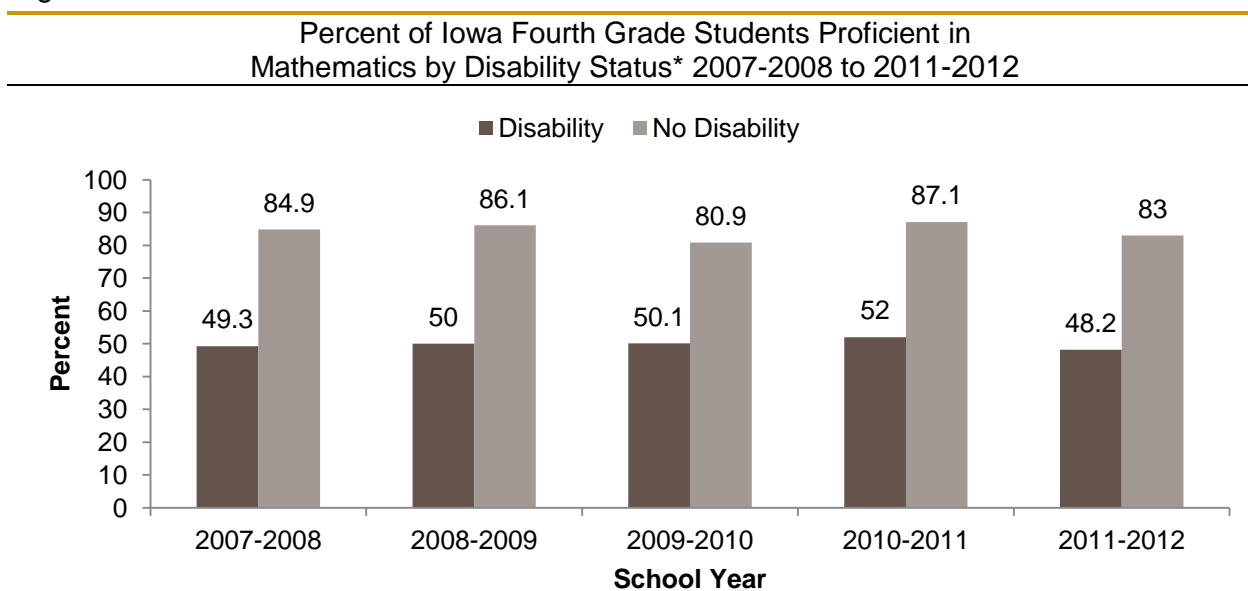


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 26

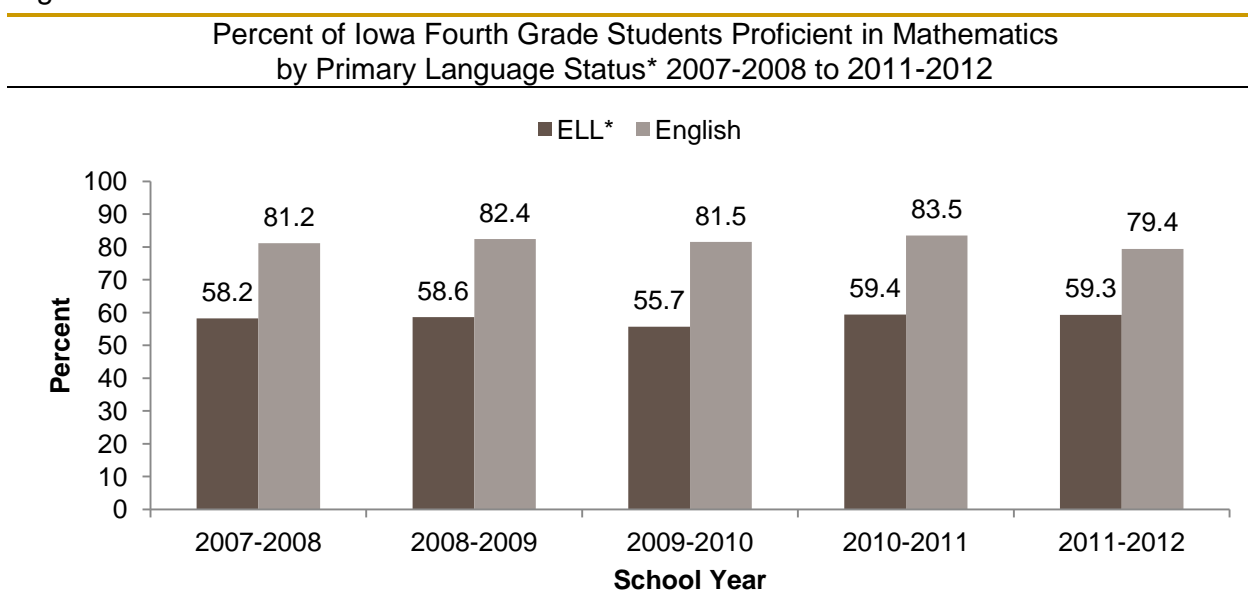


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Disability status is determined by the presence of an individualized education program (IEP).

Figure 27

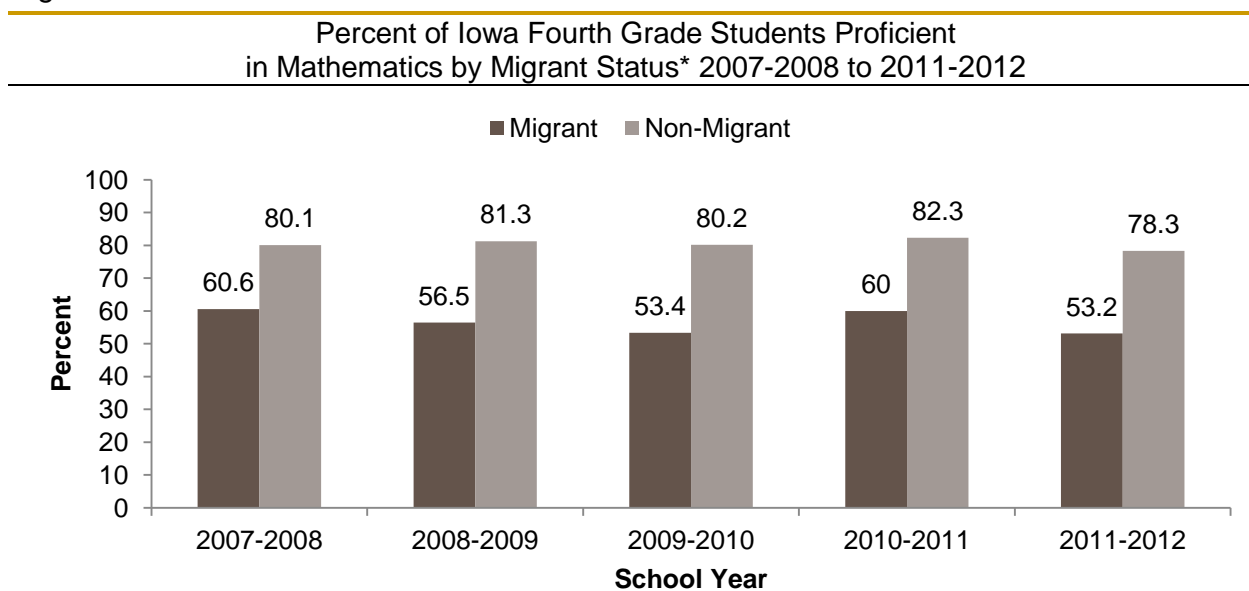


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

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Figure 28

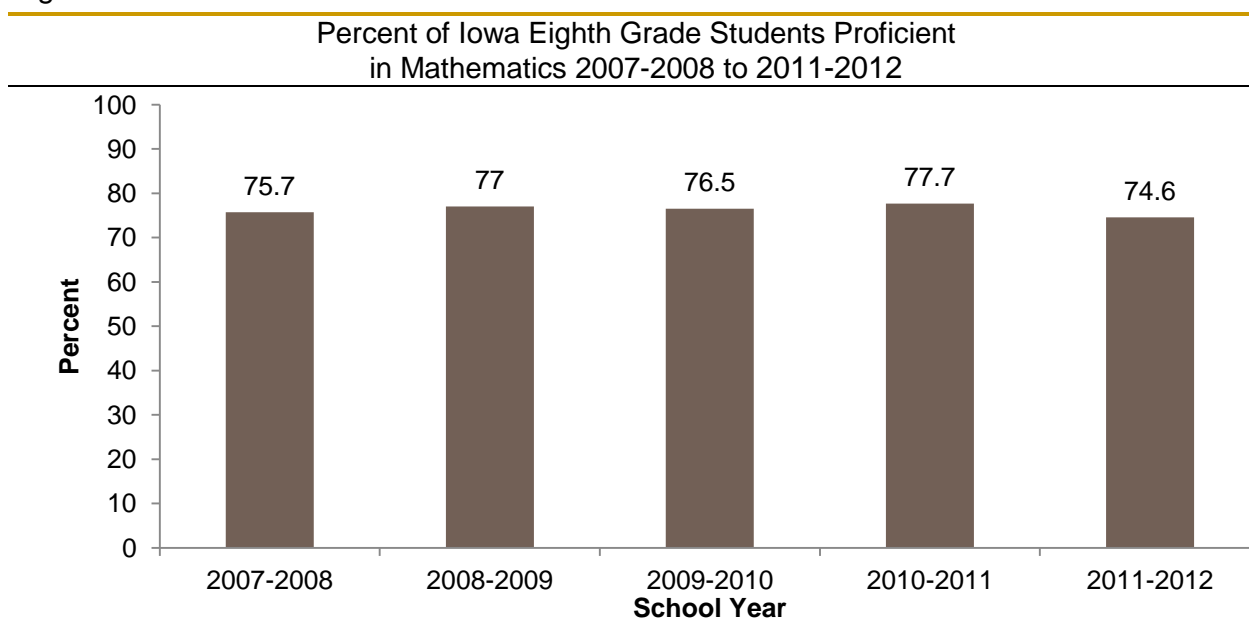


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

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Figure 29



Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 30

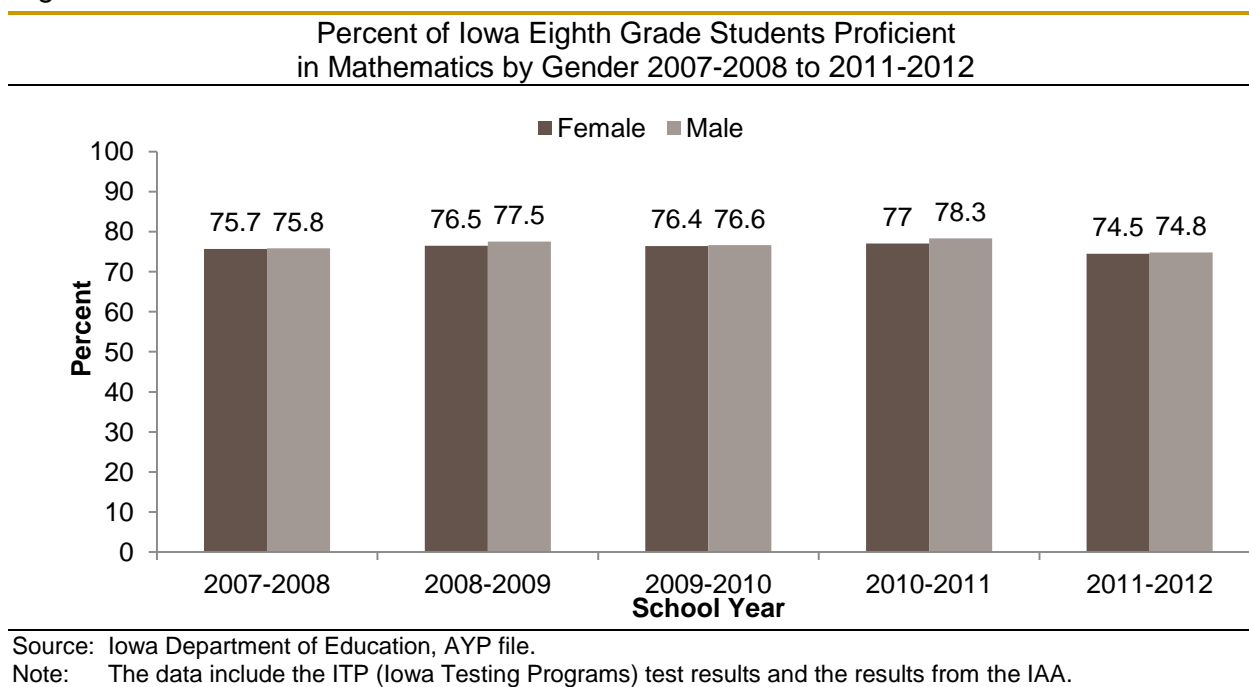


Figure 31

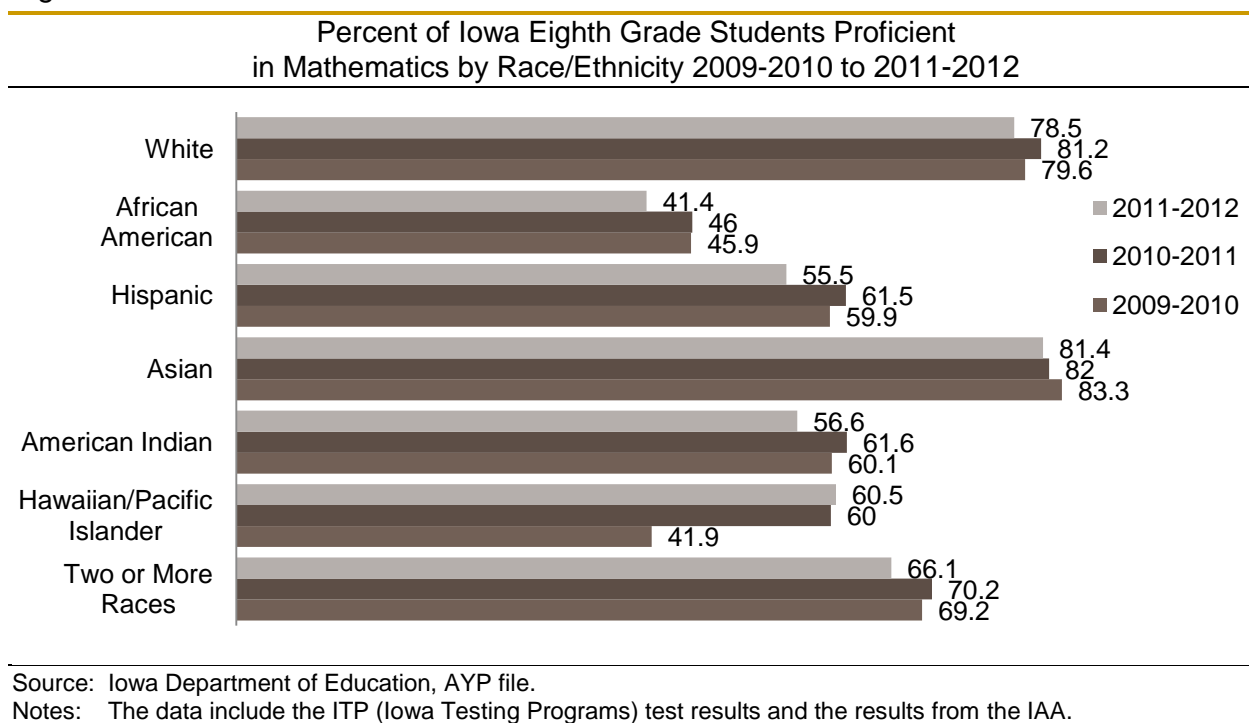
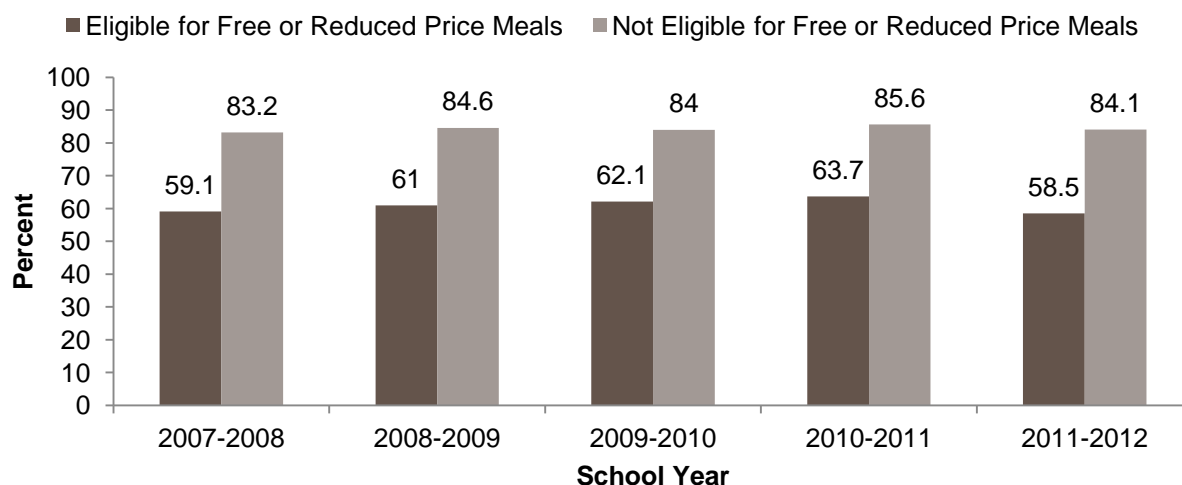


Figure 32

Percent of Iowa Eighth Grade Students Proficient in Mathematics by  
Socioeconomic Status\* 2007-2008 to 2011-2012



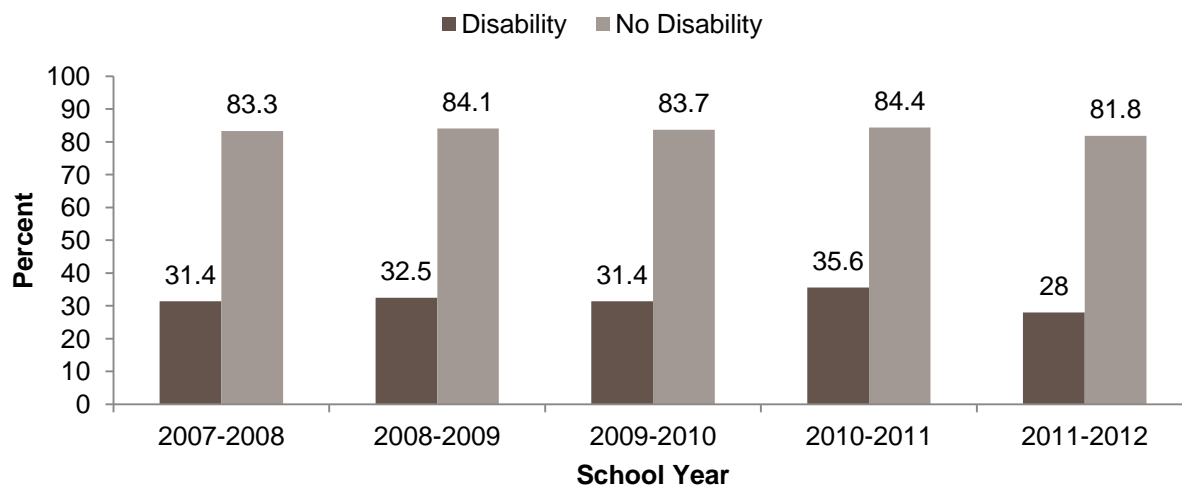
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 33

Percent of Iowa Eighth Grade Students Proficient  
in Mathematics by Disability Status\* 2007-2008 to 2011-2012

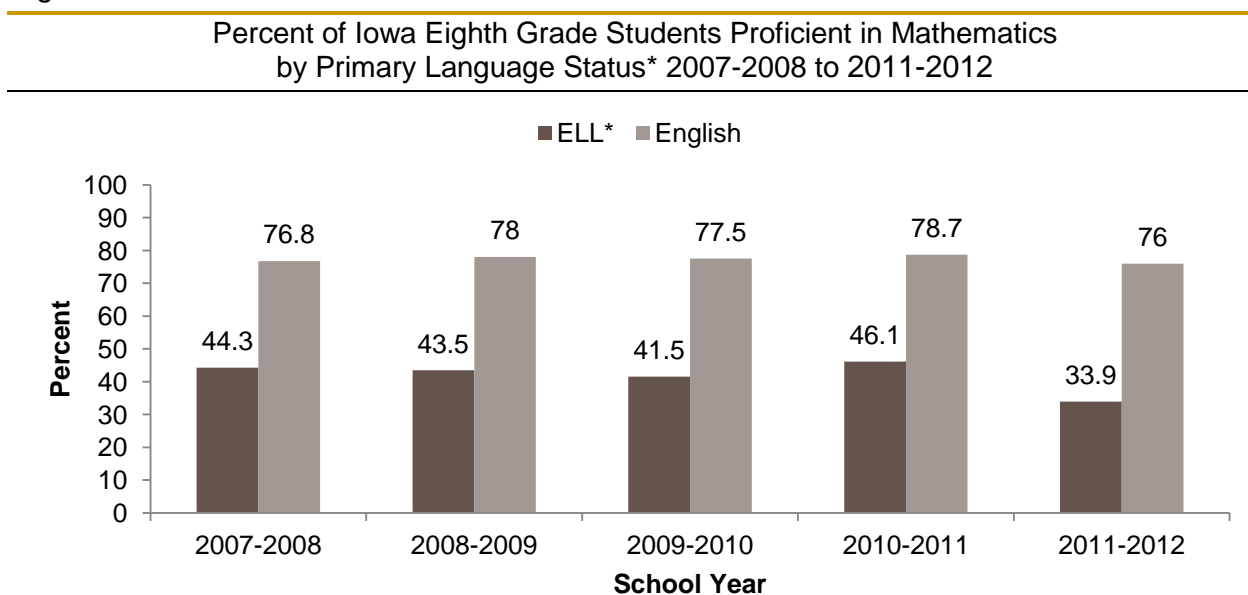


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Disability status is determined by the presence of an individualized education program (IEP).

Figure 34

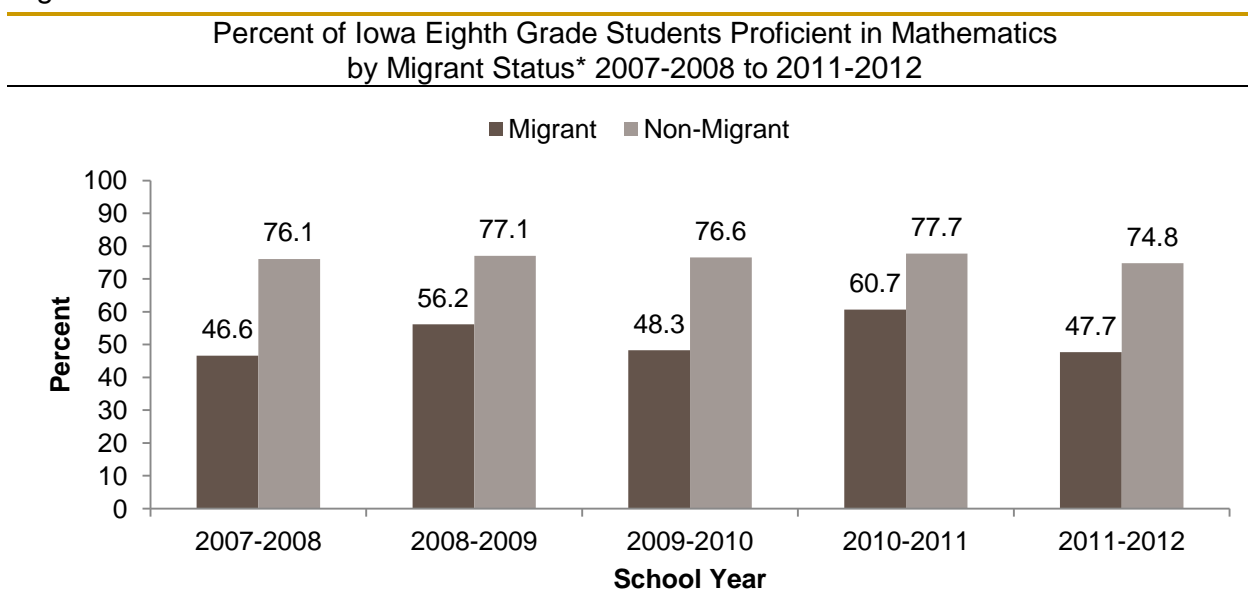


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 35



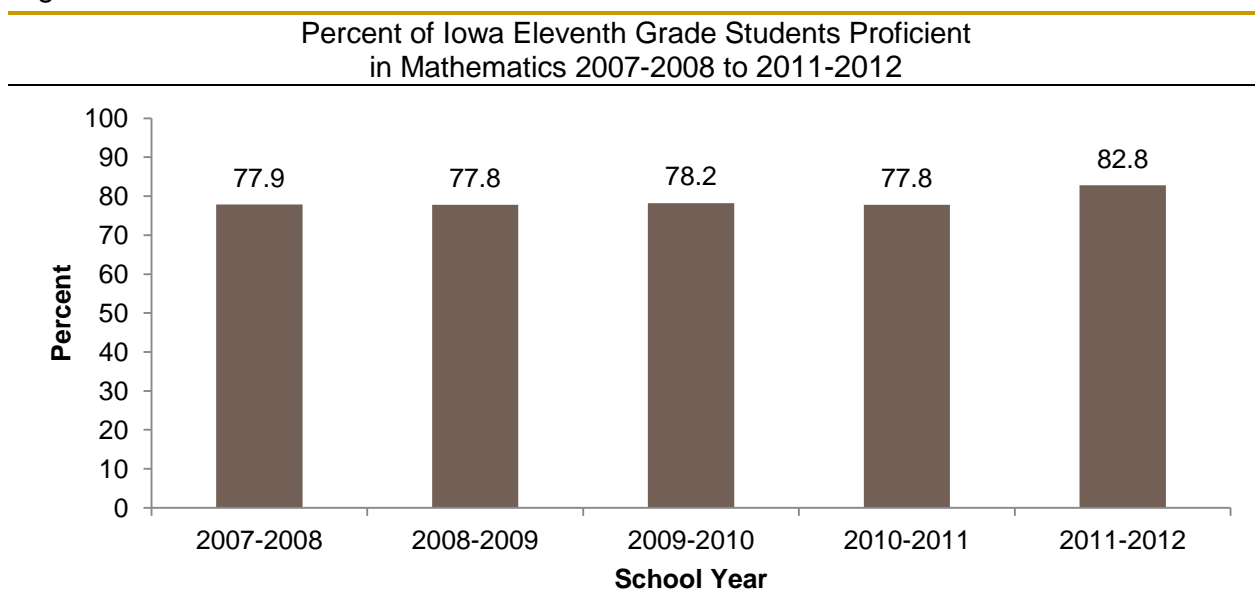
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Migrant status is defined as migrant or non-migrant as follows: Migrant: a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.



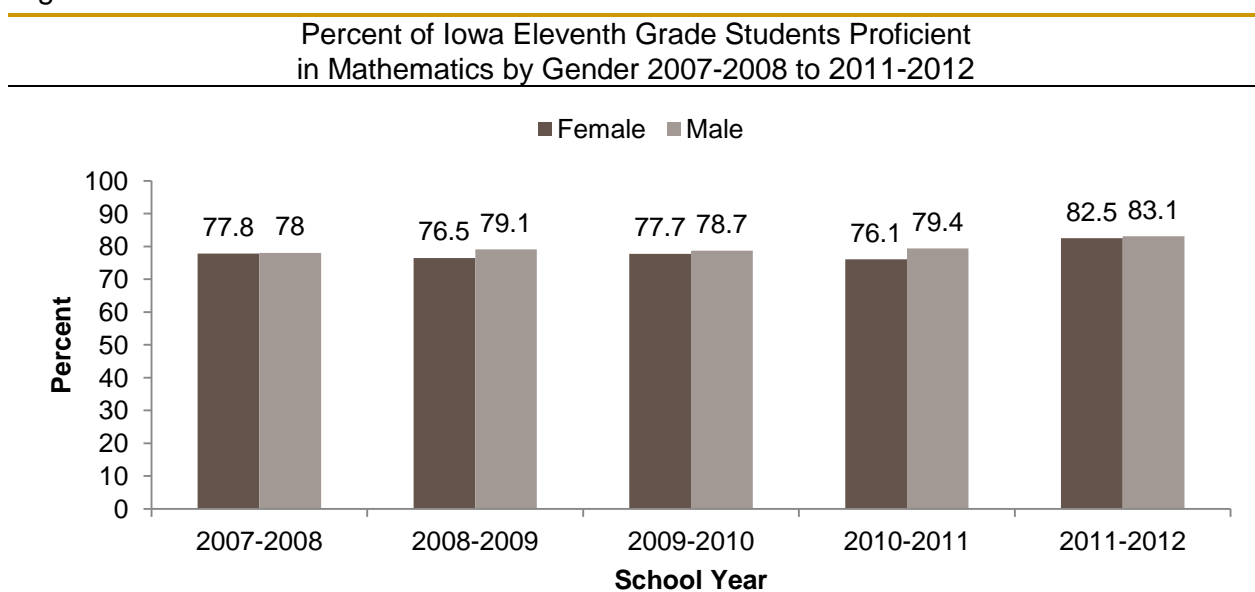
Figure 36



Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

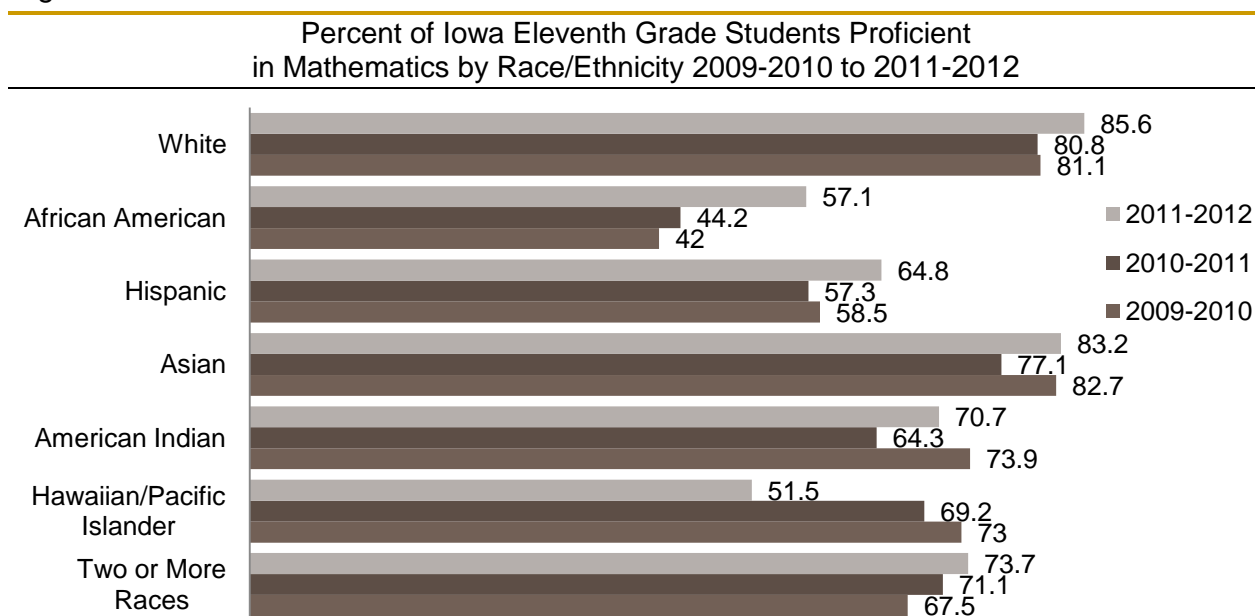
Figure 37



Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

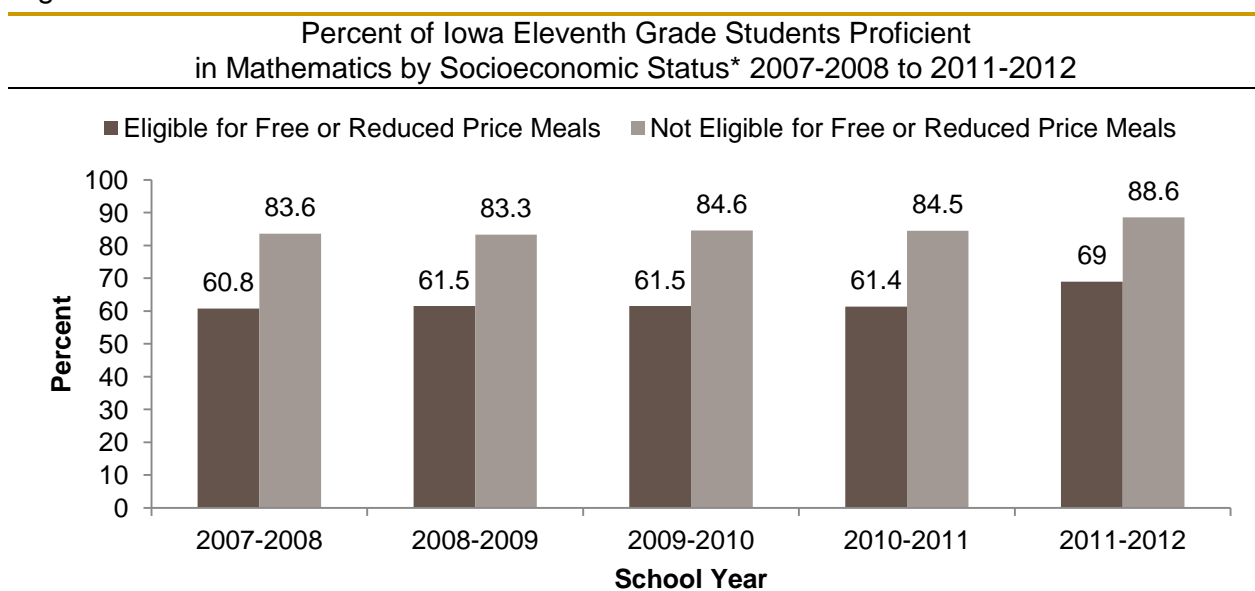
Figure 38



Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 39

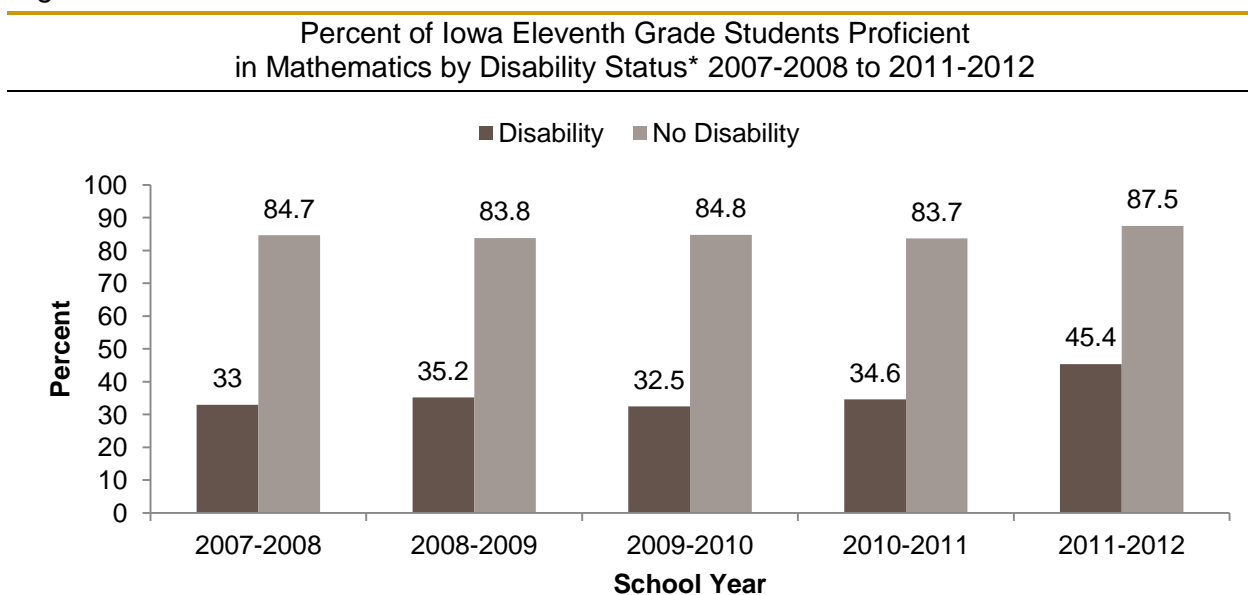


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 40

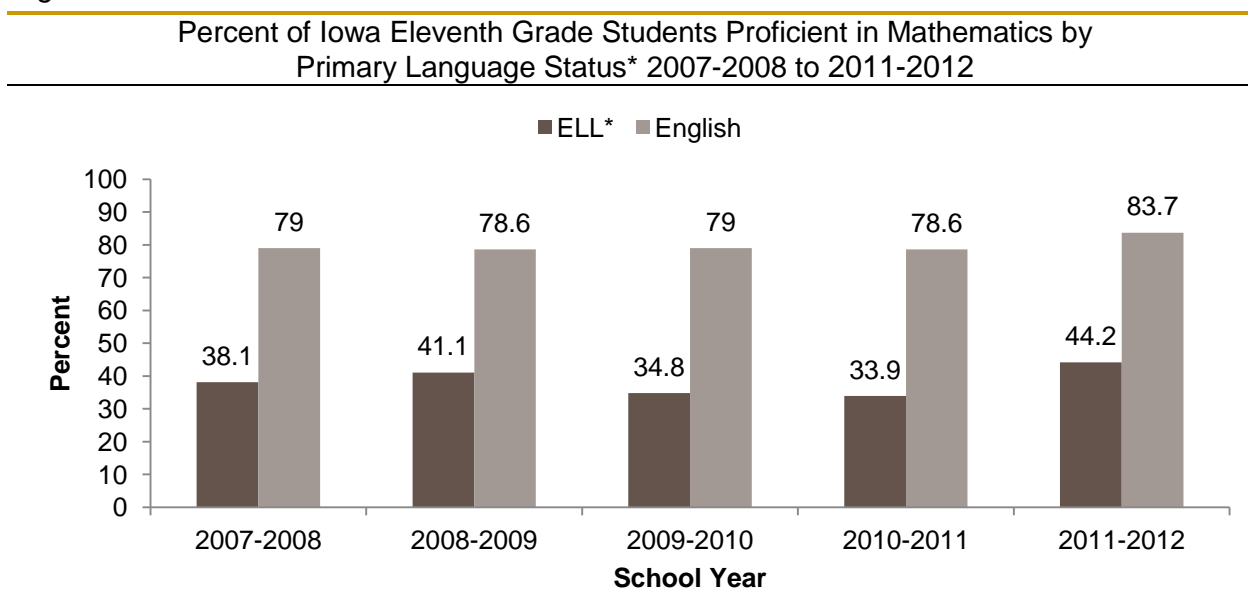


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Disability status is determined by the presence of an individualized education program (IEP).

Figure 41

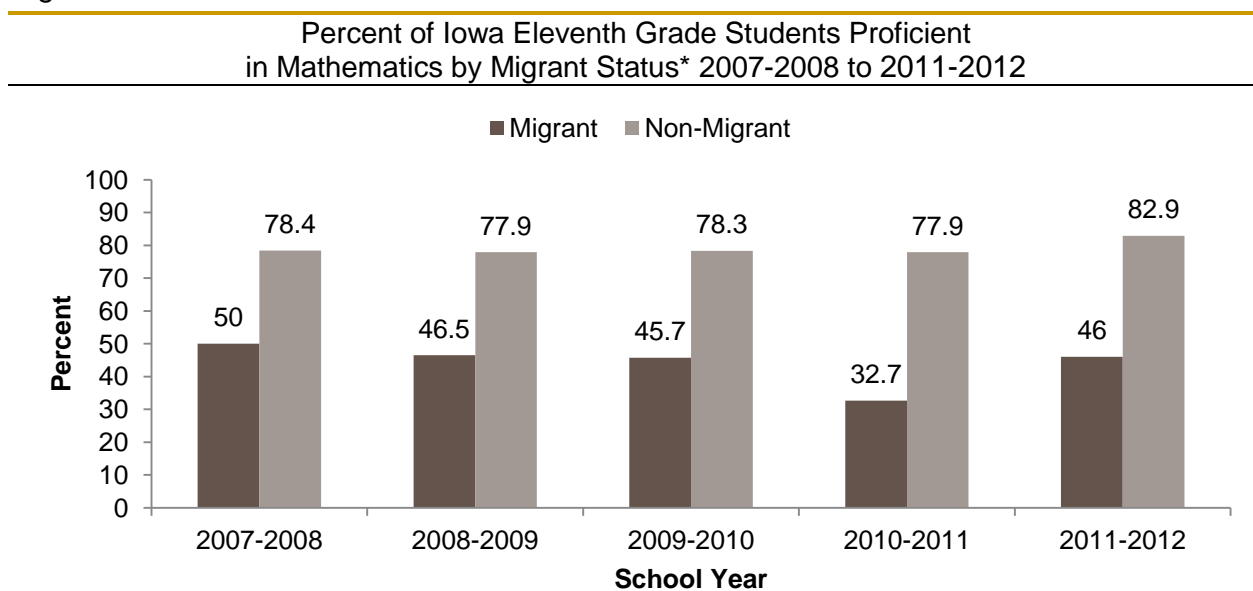


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 42



Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

\*Migrant status is defined as migrant or non-migrant as follows: Migrant: a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

# National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what students in the United States know and can accomplish in various subject areas. Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time. The following tables show the most recent results of NAEP for Iowa in reading and mathematics that were available at the time this document was released. Additional information on NAEP can be found at: <http://nationsreportcard.gov/>.

NAEP mathematics and reading results for grades four and eight are reported on a 0–500 scale. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects. In addition to the scale scores and based on recommendations from policymakers, educators, and members of the general public, specific achievement levels are set for each subject area and grade. Achievement levels are performance standards showing what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported as percentages of students performing at the Basic, Proficient, and Advanced levels.

- Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.
- Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- Advanced represents superior performance.

Note that the cut point for the Basic level on NAEP is the best comparison to the Proficient level on the Iowa Tests.

Table 7

Inclusion Rates: Percent Included in the NAEP 2011 Assessment					
	Jurisdiction	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Students with Disabilities	Iowa	93.3%	91.9%	94.7%	90.4%
	Nation	76.6	84.2	75.5	80.0
English Language Learners	Iowa	97.8	94.4	99.0	96.7
	Nation	89.0	95.9	86.4	93.1

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Assessment.

Table 8

**NAEP Reading 2011, Grade 4, Percent of Students at  
Each Achievement Level for Iowa and the Nation**

	<b>Iowa</b>				<b>Nation</b>			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	31%	35%	27%	6%	34%	34%	25%	7%
African American	62	27	10	1	51	32	14	2
American Indian	-	-	-	-	51	30	15	4
Asian	27	27	32	13	19	30	33	18
Hispanic	52	33	13	2	50	33	15	2
Pacific Islander	-	-	-	-	40	33	22	5
White	27	37	30	7	23	35	32	10
Two or more races	38	29	24	8	29	34	27	10
Low SES	47	35	15	2	48	34	16	2
Not Low SES	20	36	35	9	18	34	35	13

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Assessment.

Notes: - Reporting standards not met (insufficient sample size to report). # Rounds to zero. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

Table 9

**NAEP Reading 2011, Grade 8, Percent of Students at  
Each Achievement Level for Iowa and the Nation**

	<b>Iowa</b>				<b>Nation</b>			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	23%	44%	31%	2%	25%	43%	29%	3%
African American	43	45	11	1	42	44	14	1
American Indian	-	-	-	-	36	42	20	2
Asian	21	40	34	5	16	35	40	8
Hispanic	38	42	19	1	37	45	17	1
Pacific Islander	-	-	-	-	39	40	20	2
White	20	45	33	2	16	43	37	4
Two or more races	-	-	-	-	23	42	31	4
Low SES	35	45	20	1	37	45	17	1
Not Low SES	16	44	37	3	15	41	39	5

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Assessment.

Notes: - Reporting standards not met (insufficient sample size to report). # Rounds to zero. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

Table 10

NAEP Mathematics 2011, Grade 4, Percent of Students at Each Achievement Level for Iowa and the Nation								
	Iowa				Nation			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	14%	43%	37%	6%	18%	42%	33%	6%
African American	37	45	17	2	34	49	16	1
American Indian	-	-	-	-	32	44	22	2
Asian	-	-	-	-	8	28	44	21
Hispanic	27	49	23	1	28	48	22	2
Pacific Islander	-	-	-	-	24	42	26	7
White	11	42	41	6	9	39	43	9
Two or more races	16	45	36	3	15	43	34	9
Low SES	23	49	26	2	27	48	22	2
Not Low SES	8	38	45	8	8	35	45	12

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Assessment.

Notes: - Reporting standards not met (insufficient sample size to report). # Rounds to zero. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

Table 11

NAEP Mathematics 2011, Grade 8, Percent of Students at Each Achievement Level for Iowa and the Nation								
	Iowa				Nation			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	23%	43%	26%	8%	28%	39%	26%	8%
African American	52	37	10	1	50	37	11	1
American Indian	-	-	-	-	45	38	14	4
Asian	21	33	34	12	12	30	34	24
Hispanic	38	48	13	1	40	40	17	3
Pacific Islander	-	-	-	-	45	37	15	3
White	20	43	28	9	17	39	33	10
Two or more races	-	-	-	-	24	38	27	10
Low SES	37	46	16	2	41	41	16	2
Not Low SES	15	41	32	11	16	37	34	13

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Assessment.

Notes: - Reporting standards not met (insufficient sample size to report). # Rounds to zero. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.





# High School Graduates and Graduation Rates

This section reports six years of trend data on number of high school graduates and completers in Iowa public schools and displays a four-year fixed cohort graduation rate for graduating classes of 2010 and 2011. In addition, a five-year fixed cohort graduation rate is reported for the graduating class of 2010.

## High School Graduates

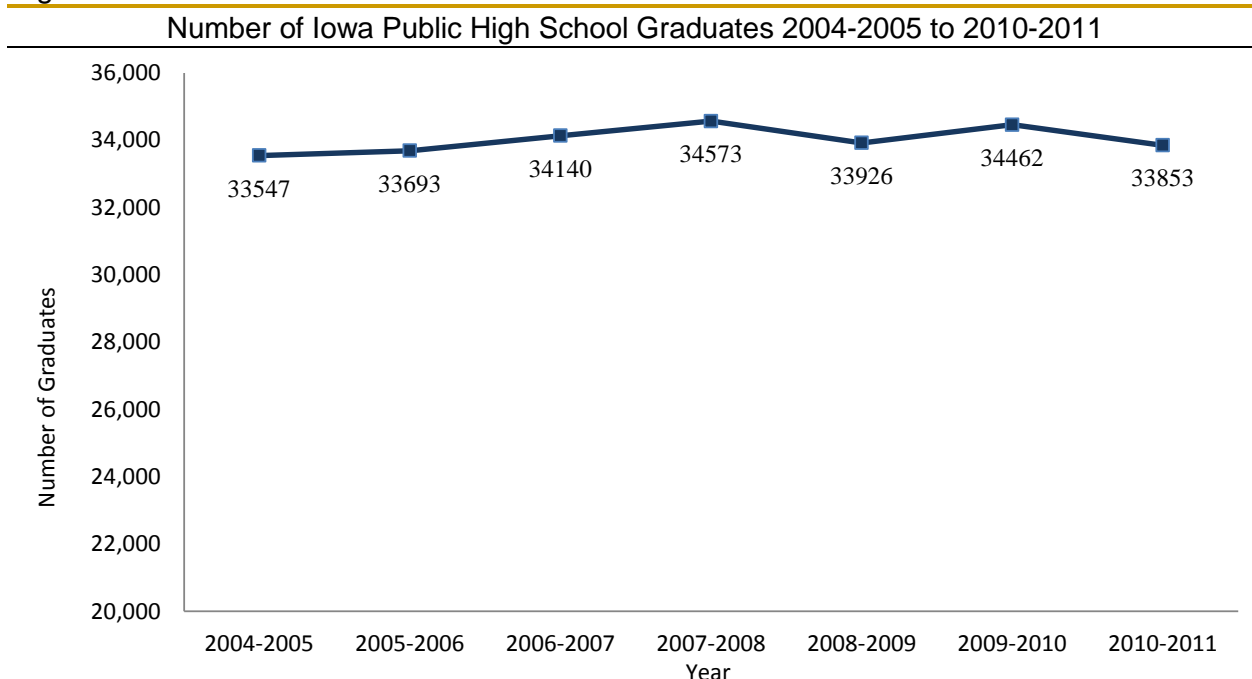
A public high school completer can receive one of two types of diplomas or a certificate. The NCLB Act defines the regular diploma recipients as high school graduates.

- Students receiving regular diplomas.
- Students receiving regular diplomas from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.

Other completers, students who have finished the high school program but did not earn a diploma, are not high school graduates based on the *Iowa Consolidated State Application Accountability Workbook*.

Figure 43 shows the number of regular diploma recipients by school year from 2004-2005 to 2010-2011. The counts in this figure include the students who earn a regular diploma in four years and the students who receive regular diplomas in less or more than four years.

Figure 43



Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER file.

## High School Graduation Rates

Students in Iowa's 2010 and 2011 graduating classes had statewide identification numbers for five years or longer. With this identification system and EASIER data, Iowa can follow the same group of students over several years and implement the first-time freshman cohort rates (students who repeated their 9th grade year were not included in the cohort). The four-year fixed cohort graduation rate is calculated for the class of 2011 (or class of 2010) by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in four years or less by the number of first-time 9th graders enrolled in the fall of 2007 (or first-time 9th graders enrolled in the fall of 2006 for class of 2010) minus the number of students who transferred out plus the total number of students who transferred in.

Iowa Four-Year Fixed Cohort Graduation Rate =  $(FG + TIG) / (F + TI - TO)$

For the graduating class of 2011

FG = First-time 9th grade students in fall of 2007 and graduated in 2011 or earlier

TIG = Students who transferred in grades 9 to 12 and graduated in 2011 or sooner

F = First-time 9th grade students in fall of 2007

TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12

TO = Transfer out (including emigrates and deceased)

For the graduating class of 2010

FG = First-time 9th grade students in fall of 2006 and graduated in 2010 or earlier

TIG = Students who transferred in grades 9 to 12 and graduated in 2010 or sooner

F = First-time 9th grade students in fall of 2006

First-time freshmen and transferred-in students include: resident students attending a public school in the district; non-resident students open-enrolled in, whole-grade sharing in, or tuition in; and foreign students on Visa. Those excluded are: home-schooled and nonpublic schooled students; public school students enrolled in another district but taking courses on a part-time basis; and foreign exchange students. Students receiving regular diplomas are included as graduates in the numerator. Early graduates are included in the original cohort. All students who take longer to graduate (including students with IEPs) are included in the denominator but not in the numerator for the four-year rate.

The five-year fixed cohort graduation rate is calculated using a similar methodology as the four-year fixed cohort rate. This rate is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2010-2011 school year) by the number of first-time 9th graders enrolled in the fall of 2006 minus the number of students who transferred out plus the total number of students who transferred in. The five-year fixed cohort rate will maintain the same denominator as the previous year's four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

Table 12 displays the four-year fixed cohort graduation rates for graduating classes of 2010 and 2011. The rates listed are for all students and 13 subgroups. In gender comparison, females had higher graduation rates than males on average. Among the ethnic/race subgroups, White and Asian students had higher graduation rates than other race groups; the students who were eligible for free reduced price lunch and IEP, English Language Learners (ELL), and migrant students had graduation rates lower than the all student group on average.

Table 12

Iowa Public High School Four-Year Fixed Cohort Graduation Rate by Subgroup						
	Class of 2010			Class of 2011		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	32104	36152	88.8%	31510	35676	88.3%
African American	1076	1494	72.0	1130	1543	73.2
American Indian	132	180	73.3	122	154	79.2
Asian	600	668	89.8	555	627	88.5
Hispanic	1546	2021	76.5	1643	2186	75.2
Hawaiian or Pacific Islander	++	++	++	31	38	81.6
Two or More Races	379	438	86.5	441	538	82.0
White	28371	31349	90.5	27588	30590	90.2
Disability*	3709	5252	70.6	3701	5296	69.9
ELL **	701	962	72.9	699	999	70.0
Low SES***	9768	12383	78.9	9882	12646	78.1
Migrant+	139	221	62.9	118	166	71.1
Female+	16325	17999	90.7	15795	17417	90.7
Male+	15779	18153	86.9	15715	18259	86.1

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER files.

Notes: \*Disability status is determined by the presence of an individualized education program (IEP). \*\*ELL indicates English Language Learner. \*\*\*Low SES is determined by the eligibility for free or reduced price meals. +Not required for Adequate Yearly Progress (AYP) report. ++Small cell size.

The five-year fixed cohort graduation rates for the graduating class of 2009 and 2010 are displayed in Table 13.

Table 13

Iowa Public High School Five-Year Fixed Cohort Graduation Rate by Subgroup for the Graduation Classes of 2009 and 2010						
	Class of 2009			Class of 2010		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	33146	36640	90.5%	33189	36152	91.8%
African American	1202	1543	77.9%	1181	1494	79.0%
American Indian	142	185	76.8%	142	185	76.8%
Asian	605	664	91.1%	630	668	94.3%
Hispanic	1329	1740	76.4%	1685	2021	83.4%
White	29855	32484	91.9%	29152	31349	93.0%
Disability*	4359	5424	80.4%	4280	5252	81.5%
ELL **	687	933	73.6%	789	962	82.0%
Low SES***	9844	11810	83.4%	10439	12383	84.3%
Migrant+	172	220	78.2%	167	221	75.6%
Female+	16647	18099	92.0%	16779	17999	93.2%
Male+	16499	18541	89.0%	16410	18153	90.4%

Source: Iowa Department of Education, Bureau of Information and Analysis, EASIER files.

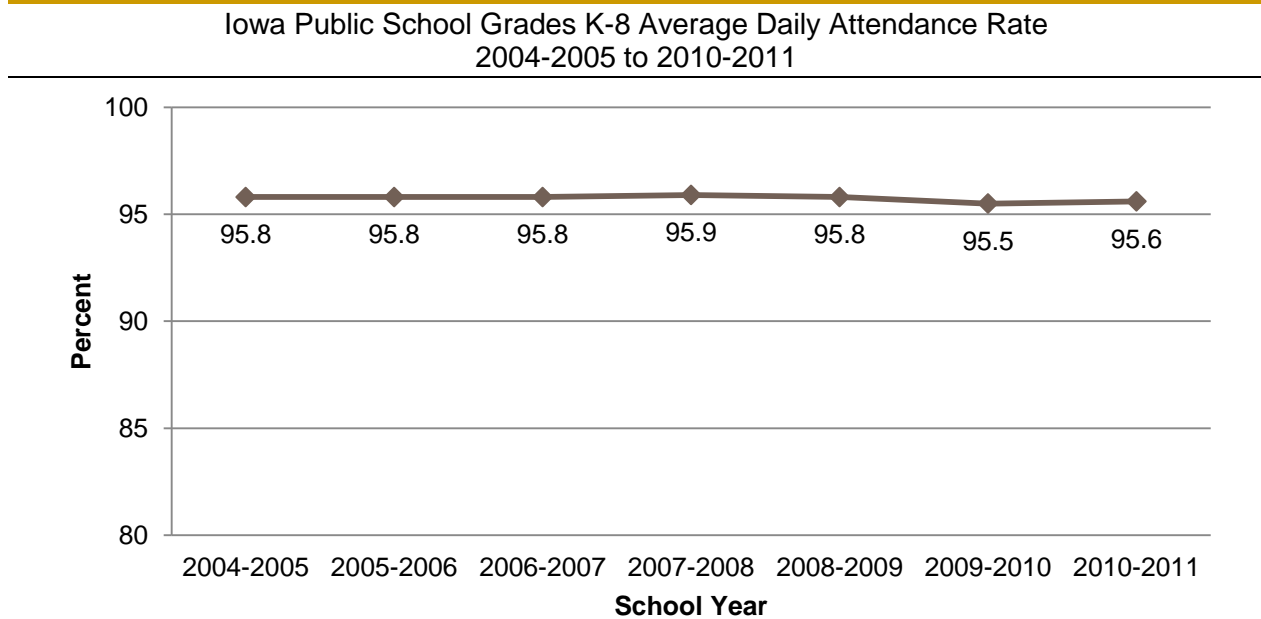
Notes: \*Disability status is determined by the presence of an individualized education program (IEP). \*\*ELL indicates English Language Learner. \*\*\*Low SES is determined by the eligibility for free or reduced price meals. +Not required for Adequate Yearly Progress (AYP) report. ++Small cell size.



# Average Daily Attendance

The average daily attendance (ADA) rate for kindergarten to grade eight is one of the additional academic indicators for the NCLB accountability system. Iowa's average daily attendance is defined as the aggregate days of student attendance (days present) in a school or school district divided by the aggregate days of enrollment. The 2010-2011 aggregate K-8 ADA rate for Iowa public schools was 95.6 percent, an increase of 0.1 percent from last year's rate. Figure 44 shows the ADA trend for Iowa public schools for the past 7 school years.

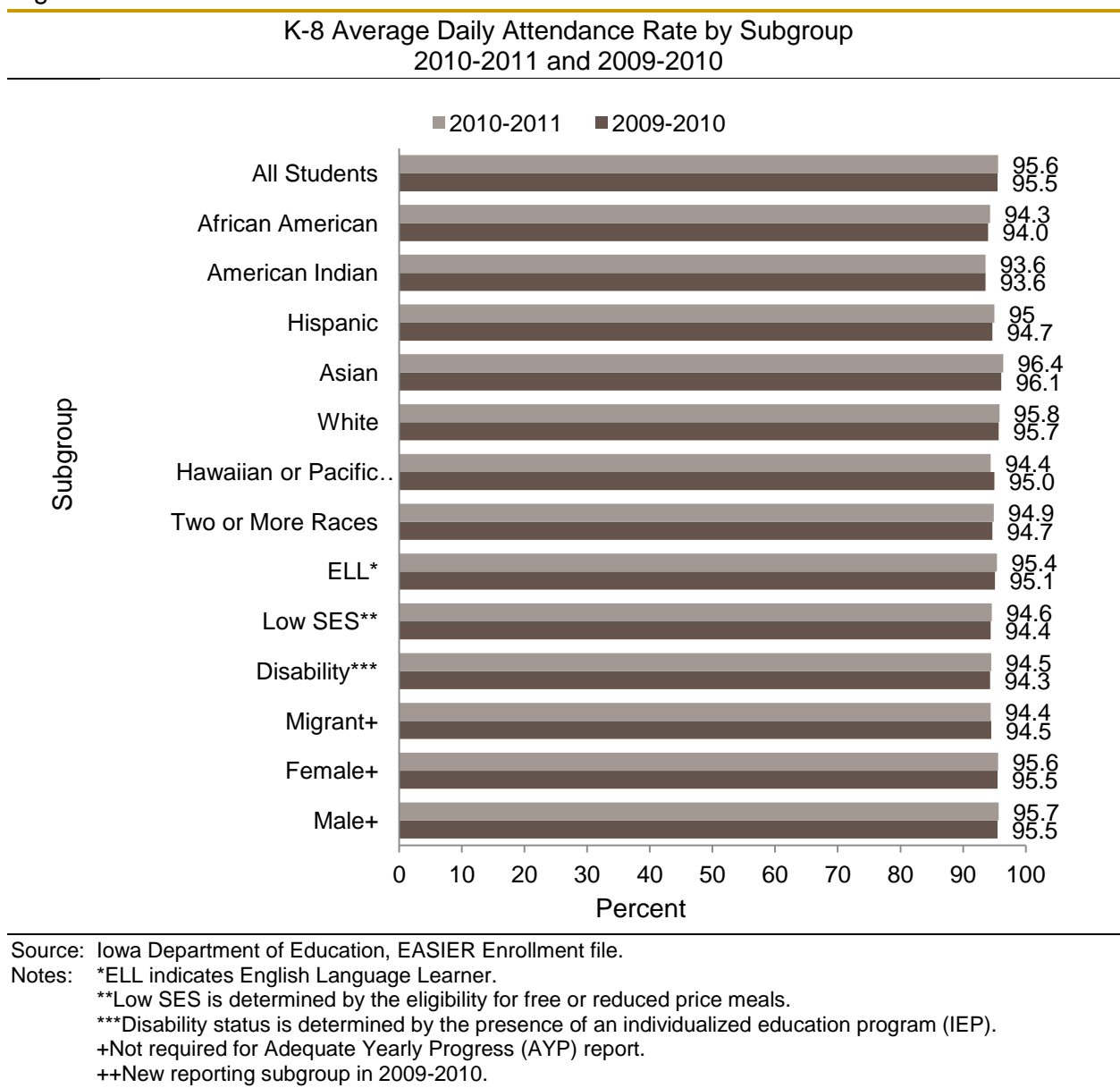
Figure 44



Source: Iowa Department of Education, EASIER file.

Figure 45 displays the disaggregated ADA data by subgroup for school years 2010-2011 and 2009-2010. ADA rates decreased slightly for all subgroups in the past year.

Figure 45



# Highly Qualified Teachers

The No Child Left Behind (NCLB) Act requires states to provide the characteristics of teachers in high and low poverty schools in their annual state report card. The Act defines high and low poverty schools as those in the top (high) and bottom (low) quartiles of schools in poverty. The Iowa Department of Education uses the percentage of students eligible for free or reduced-price lunch by school to determine the poverty quartiles. Table 14 shows the comparison of teacher characteristics between high and low poverty public schools in 2011-2012. Table 15 shows the same comparison between high and low poverty public schools by school level. Highly Qualified Teacher (HQT) assignment indicates a match between assignment and endorsement areas. There was a larger percentage of the teachers with advanced degrees in high poverty schools than in low poverty schools. On average, the teachers in high poverty schools were older and had more district experience compared to the teachers in low poverty schools.

Highly qualified teacher data by academic area are presented in Tables 16 to 18. Table 17 further breaks down not HQT sections by school level and Table 18 breaks down the not HQT sections by school poverty status. For academic areas shown, all twelve areas had below 0.2 percent of sections that are not taught by Highly Qualified Teachers.

Table 14

Highly Qualified Teacher (HQT) Data for 2011-2012 All Schools by Poverty Status			
	High Poverty Schools	Low Poverty Schools	All Schools
# Sections in Selected Areas	41,328	42,325	145,440
# Sections in Selected Areas Not Taught by HQT	12	15	34
% Sections in Selected Areas Not Taught by HQT	0.03%	0.04%	0.02%
# Full-Time Teachers	9,400	9,036	32,818
# Advanced Degrees	3,334	3,357	10,747
% Advanced Degrees	35.5%	37.2%	32.7%
# Bachelor Degrees	6,066	5,679	22,071
Avg. District Experience	10.7	10.1	11.0
Avg. Total Experience	13.7	13.9	14.4
Average Age	41.8	40.5	41.7
Average Salary	\$ 50,565	\$ 51,721	\$ 50,170
# Students Served	128,967	139,614	466,923

Source: Iowa Department of Education, Teacher Licensure Files and Basic Educational Data Survey, Staff Files.

Notes: District office and AEA teachers and students are NOT included. High/low poverty based on top and bottom 25 percent of schools in terms of percent of their students eligible for free/reduced price lunch. The selected academic areas include English, reading/language arts, mathematics, science, foreign language, civics/government, economics, arts, history, geography, elementary (K-8), and special education.

Table 15

Highly Qualified Teacher (HQT) Data for 2011-2012 by School Level and Poverty Status						
	Elementary			Secondary		
	High Poverty Schools	Low Poverty Schools	All Elementary	High Poverty Schools	Low Poverty Schools	All Secondary
# Sections in Selected Areas	23,703	24,837	84,929	17,625	17,488	60,511
# Sections in Selected Areas Not Taught by HQT	1	0	8	11	15	26
% Sections in Selected Areas Not Taught by HQT	0.00%	0.00%	0.01%	0.06%	0.09%	0.04%
# Full-Time Teachers	6,552	6,219	22,734	2,848	2,817	10,084
# Advanced Degrees	2,291	2,200	7,214	1,043	1,157	3,533
% Advanced Degrees	35.0%	35.4%	31.7%	36.6%	41.1%	35.0%
# Bachelor Degrees	4,261	4,019	15,520	1,805	1,660	6,551
Avg. District Experience	11.1	10.2	11.4	10.0	10.0	10.3
Avg. Total Experience	13.7	13.7	14.4	13.6	14.4	14.4
Average Age	41.5	40.1	41.5	42.5	41.3	42.1
Average Salary	\$ 50,832	\$ 51,585	\$ 50,305	\$ 49,950	\$ 52,021	\$ 49,878
# Students Served	86,077	96,950	322,072	42,890	42,664	144,851

Source: Iowa Department of Education, Teacher Licensure Files and Basic Educational Data Survey, Staff Files.

Notes: District office and AEA teachers and students are NOT included. High/low poverty based on top and bottom 25 percent of schools in terms of percent of their students eligible for free/reduced price lunch. The selected academic areas include English, reading/language arts, mathematics, science, foreign language, civics/government, economics, arts, history, geography, elementary (K-8), and special education.

Table 16

Number and Percent of Sections Not Taught by Highly Qualified School Teachers by Academic Area 2011-2012						
Academic Area	Sections for All Building Teachers		Sections for Building, District Office and AEA Teachers		Sections for Building and District Office Teachers	
	Total	% Not Taught by HQT	Total	% Not Taught by HQT	Total	% Not Taught by HQT
English	16,173	0.02%	16,783	0.04%	16,782	0.04%
Reading/Language Arts	8,404	0.01	8,579	0.03	8,578	0.03
Mathematics	14,982	0.00	15,456	0.00	15,456	0.00
Science	13,393	0.00	13,861	0.00	13,861	0.00
Foreign Language	6,148	0.00	6,278	0.00	6,278	0.00
Civics/Government	6,918	0.00	7,282	0.00	7,282	0.00
Economics	642	0.00	656	0.00	656	0.00
Arts	27,741	0.04	29,110	0.08	29,107	0.08
History	4,901	0.00	4,974	0.00	4,974	0.00
Geography	640	0.00	648	0.00	648	0.00
Elementary (K-8)	24,076	0.01	25,110	0.01	25,106	0.01
Special Education	21,422	0.07	21,844	0.07	21,500	0.07
Total	145,440	0.02	150,581	0.03	150,228	0.03

Source: Iowa Department of Education, Teacher Licensure Files and Basic Educational Data Survey, Staff Files.



Table 17

Number and Percent of Sections Not Taught by Highly Qualified School Teachers by Academic Area and School Level 2011-2012						
Academic Area	Sections for All Building Teachers		Sections for Elementary Building (K-8) Teachers		Sections for Secondary Building (9-12) Teachers	
	Total	% Not Taught by HQT	Total	% Not Taught by HQT	Total	% Not Taught by HQT
English	16,173	0.02%	5,091	0.00%	11,082	0.04%
Reading/Language Arts	8,404	0.01	7,801	0.01	603	0.00
Mathematics	14,982	0.00	5,275	0.00	9,707	0.00
Science	13,393	0.00	4,589	0.00	8,804	0.00
Foreign Language	6,148	0.00	1,005	0.00	5,143	0.00
Civics/Government	6,918	0.00	4,230	0.00	2,688	0.00
Economics	642	0.00	-	0.00	642	0.00
Arts	27,741	0.04	20,332	0.02	7,409	0.09
History	4,901	0.00	-	-	4,901	0.00
Geography	640	0.00	-	-	640	0.00
Elementary (K-8)	24,076	0.01	24,076	0.01	-	-
Special Education	21,422	0.07	12,530	0.00	8,892	0.17
Total	145,440	0.02	84,929	0.01	60,511	0.04

Source: Iowa Department of Education, Teacher Licensure Files and Basic Educational Data Survey, Staff Files.

Note: Secondary indicates a regular and alternative grade 9-12 building and elementary indicates grade level K-8.

Table 18

Number and Percent of Sections Not Taught by Highly Qualified School Teachers by Academic Area and Poverty Status 2011-2012						
Academic Area	Sections for All Building Teachers		Sections for High Poverty Building Teachers		Sections for Low Poverty Building Teachers	
	Total	% Not Taught by HQT	Total	% Not Taught by HQT	Total	% Not Taught by HQT
English	16,173	0.02%	4,421	0.09%	4,779	0.00%
Reading/Language Arts	8,404	0.01	2,856	0.04	1,750	0.00
Mathematics	14,982	0.00	4,366	0.00	4,138	0.00
Science	13,393	0.00	3,755	0.00	3,873	0.00
Foreign Language	6,148	0.00	1,407	0.00	2,210	0.00
Civics/Government	6,918	0.00	1,750	0.00	2,095	0.00
Economics	642	0.00	194	0.00	199	0.00
Arts	27,741	0.04	7,750	0.09	8,623	0.00
History	4,901	0.00	1,455	0.00	1,426	0.00
Geography	640	0.00	140	0.00	165	0.00
Elementary (K-8)	24,076	0.01	6,658	0.00	7,328	0.00
Special Education	21,422	0.07	6,576	0.00	5,739	0.26
Total	145,440	0.02	41,328	0.03	42,325	0.04

Source: Iowa Department of Education, Teacher Licensure Files and Basic Educational Data Survey, Staff Files.

Note: High/low poverty based on top and bottom 25 percent of schools in terms of percent of their students eligible for free/reduced price lunch.

In 2011-2012, there were no public school teachers in Iowa with an emergency or provisional license (Table 19).

Table 19

Number and Percent of Teachers with Emergency/Provisional Licenses 2011-2012		
	Number of Teachers	Percent of Teachers
All Schools	0	0%
Elementary Schools	0	0
Secondary Schools	0	0
High Poverty Schools	0	0
Low Poverty Schools	0	0

Source: Iowa Department of Education, Teacher Licensure Files and Basic Educational Data Survey, Staff Files.

Note: High/low poverty based on top and bottom 25 percent of schools in terms of percent of their students eligible for free/reduced price lunch.

# Districts and Schools in Need of Assistance

Under the No Child Left Behind Act (NCLB), public school districts and public schools must report the academic progress of all students in grades 3 to 8 and 11. Student academic progress is reported by subgroups and their test participation rates in the subject areas of reading and mathematics. Public elementary and middle school average daily attendance (ADA) rates and public high school graduation rates are the other academic indicators for public school districts.

If a district does not meet the annual Adequate Yearly Progress (AYP) state participation goals or state Annual Measurable Objectives (AMO) in either the “all students” group or any one of the subgroups within the required grade spans (3 to 5, 6 to 8, and 11) in the same subject area (either reading or mathematics) for two consecutive years, it shall be identified as a district in need of assistance. If a district does not meet the goals for district level K to 8 average daily attendance rate and high school graduation rate for two consecutive years, it also shall be identified as a district in need of assistance. Districts remain identified until they have met AYP for two consecutive years.

If a school does not meet the annual AYP state participation goals or state AMO in reading or mathematics assessment in either the “all students” group or any one of the subgroups for two consecutive years, it is designated as a school in need of assistance. If a school does not meet the goals for its other academic indicator (K to 8 average daily attendance rate or high school graduation rate) for two consecutive years, it is also identified as a school in need of assistance. Schools remain identified until they have met AYP for two consecutive years.

Based on 2011-2012 performance, 28 of 351 (8.0 percent) public school districts were identified as a district in need of assistance for the 2012-2013 school year. Thirty districts were identified as a district in need of assistance for the previous (2011-2012) school year.

Of the 1,381 Iowa public schools that provided services to students in grades K to 12 for which AYP decisions were made, a total of 496 public schools (35.9 percent) were identified as a school in need of assistance. This is an increase of 6.3 percent from the 29.6 percent of public schools identified as a school in need of assistance for the 2011-2012 school year.

Table 20 shows the list of the districts in need of assistance and Table 21 shows the list of schools in need of assistance.

Table 20

**Districts in Need of Assistance for 2012-2013 School Year  
Based Upon Previous School Years' Performance**

District	Math Proficiency	Reading Proficiency
Bettendorf	Delay-1	
Burlington	Delay-2	Delay-1
Cedar Rapids	Delay-5	DINA-7
Clinton	DINA-3	Delay-5
Columbus	DINA-1	DINA-1
Council Bluffs	Delay-6	DINA-7
Davenport	DINA-7	DINA-8
Denison		Delay-3
Des Moines Independent	DINA-4	DINA-6
Dubuque	Delay-3	Delay-3
Estherville Lincoln Central	Delay-1	DINA-1
Fort Dodge	DINA-4	DINA-8
Iowa City	Delay-6	Delay-6
Lewis Central	DINA-1	Delay-2
Linn-Mar	Delay-1	
Marshalltown	Delay-6	DINA-4
Mason City	DINA-2	DINA-4
Mount Pleasant	DINA-3	
Muscatine		DINA-3
Newton	Delay-2	DINA-3
Oskaloosa	DINA-2	DINA-1
Ottumwa	DINA-4	DINA-6
Perry	DINA-3	
Sioux City	Delay-6	Delay-6
South Tama County	DINA-3	
Storm Lake	DINA-2	
Waterloo	DINA-7	DINA-7
West Des Moines	DINA-4	DINA-3

Source: Iowa Department of Education, Division of Learning and Results, Adequate Yearly Progress Report.

Notes: DINA-# indicates the number of years a district has been on improvement status under NCLB. Delay-# indicates the status year of the district when it made AYP and was placed on Delay status. If the district meets AYP the following year, it is removed from DINA status.

Table 21

**Schools in Need of Assistance for 2012-2013 School Year  
Based Upon Previous School Years' Performance**

District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
AGWSR	AGWSR MS			SINA-2	SINA-2	
Adel DeSoto Minburn	ADM MS			SINA-1		
Adel DeSoto Minburn	DeSoto Intermediate				SINA-1	
Algona	Algona MS				SINA-2	
Ames	Ames HS			SINA-3		
Ames	Ames MS			SINA-6	SINA-4	
Anamosa	West MS			SINA-3	SINA-1	
Ankeny	Parkview MS			Delay-3	SINA-4	
Ankeny	Northview MS			SINA-2	SINA-5	
Anthon-Oto	Anthon-Oto-Maple Valley MS			SINA-1	SINA-1	
Aplington-Parkersburg	Aplington / Parkersburg MS			SINA-1	SINA-1	
Armstrong-Ringsted	Armstrong-Ringsted HS				SINA-1	
Atlantic	Atlantic HS			Delay-1		
Atlantic	Atlantic MS			SINA-2	SINA-3	
Atlantic	Schuler ES			SINA-1		
Bellevue	Bellevue HS				SINA-2	
Belmond-Klemme	Belmond-Klemme ES (Jacobson)				SINA-4	
Benton	Norway ES			SINA-2		
Bettendorf	Bettendorf HS			Delay-2	Delay-2	
Bettendorf	Bettendorf MS			SINA-7	SINA-6	
Eddyville-Blakesburg	Eddyville-Blakesburg Jr-Sr HS			SINA-1	SINA-1	
Bondurant-Farrar	Bondurant MS			SINA-1	SINA-1	
Bondurant-Farrar	Anderson ES			SINA-2		
Boone	Boone MS			SINA-3	SINA-2	
Boone	Franklin ES			SINA-3		
West Hancock	West Hancock MS				SINA-2	
Brooklyn-Guernsey-Malcom	Brooklyn-Guernsey-Malcom Jr-Sr HS				SINA-2	
North Iowa	North Iowa MS			SINA-2		
North Iowa	North Iowa Elem Buffalo Center			Delay-1	Delay-1	
Burlington	Burlington Community HS			Delay-5	Delay-7	
Burlington	Burlington Alternative			Delay-2	Delay-1	
Burlington	James Madison MS			SINA-4	SINA-4	
Burlington	Aldo Leopold MS			SINA-4	SINA-2	
Burlington	North Hill ES				SINA-1	
Burlington	Sunnyside ES			SINA-3	SINA-1	
CAM	CAM MS				SINA-1	
CAL	CAL Community HS				Delay-2	
Camanche	Camanche MS			SINA-3	SINA-4	
Cardinal	Cardinal MS/HS			SINA-3	SINA-3	
Carlisle	Carlisle MS			SINA-2		
Carlisle	Hartford Upper ES				SINA-1	
Cedar Falls	Cedar Falls HS			SINA-3	Delay-4	
Cedar Falls	Holmes JHS			SINA-4	SINA-6	
Cedar Falls	Peet JHS			SINA-1	SINA-4	

Table 21 (continued)

Schools in Need of Assistance for 2012-2013 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Cedar Falls	Helen A Hansen ES				SINA-1	
Cedar Rapids	Thomas Jefferson HS			SINA-5	SINA-6	
Cedar Rapids	John F Kennedy HS				Delay-4	
Cedar Rapids	George Washington HS			Delay-6	SINA-7	
Cedar Rapids	Franklin MS			SINA-4	SINA-7	
Cedar Rapids	Harding MS			SINA-4	SINA-3	
Cedar Rapids	McKinley MS			SINA-4	SINA-8	
Cedar Rapids	Roosevelt MS			SINA-7	SINA-7	
Cedar Rapids	Taft MS			SINA-5	SINA-5	
Cedar Rapids	Wilson MS			SINA-4	SINA-3	
Cedar Rapids	Cleveland ES			SINA-1	SINA-4	
Cedar Rapids	Garfield ES			SINA-1	SINA-3	
Cedar Rapids	Grant Wood ES				SINA-3	
Cedar Rapids	Harrison ES				SINA-4	
Cedar Rapids	Hiawatha ES				SINA-3	
Cedar Rapids	Hoover ES			SINA-1		
Cedar Rapids	Johnson ES			SINA-6	SINA-6	
Cedar Rapids	Madison ES			SINA-2	SINA-2	
Cedar Rapids	Van Buren ES			Delay-2	SINA-3	
Cedar Rapids	Wilson ES			SINA-3	SINA-3	
Center Point-Urbana	Center Point-Urbana MS				SINA-2	
Centerville	Centerville HS			Delay-2		
Centerville	Howar JHS			SINA-2	SINA-2	
Centerville	Lakeview 4-5-6 ES			SINA-3	SINA-4	
Central	Elkader ES				SINA-1	
Central Clinton	Central MS			SINA_2	SINA-2	
Central Decatur	Central Decatur MS/HS			SINA-3	SINA-5	
Central Decatur	North ES				SINA-2	
Chariton	Chariton MS			SINA-2	SINA-3	
Chariton	Van Allen ES			SINA-4	SINA-1	
Charles City	Charles City MS			SINA-4	SINA-4	
Charter Oak-Ute	Charter Oak-Ute JHS				SINA-1	
Charter Oak-Ute	Charter Oak-Ute ES				SINA-1	
Cherokee	Cherokee MS			SINA-2	SINA_2	
Clarinda	Clarinda MS			SINA-2	SINA-2	
Clarion-Goldfield	Clarion-Goldfield MS				SINA-1	
Clarke	Clarke MS			SINA-1		
Clarke	Clarke Community ES			SINA-3	SINA-3	
Clear Creek Amana	Clear Creek Amana MS			SINA-4	SINA-2	
Clear Lake	Clear Lake MS			SINA-1	SINA-2	
Clear Lake	Clear Creek ES			SINA-1	SINA-1	
Clinton	Clinton HS				Delay-3	
Clinton	Lyons MS			SINA-3	SINA-3	
Clinton	Washington MS			SINA-3	SINA-3	
Clinton	Bluff ES				SINA-3	

Table 21 (continued)

Schools in Need of Assistance for 2012-2013 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Clinton	Jefferson ES				Delay-3	
Clinton	Eagle Heights ES			SINA-2	SINA-2	
Colfax-Mingo	Colfax-Mingo MS				SINA-2	
College	Prairie HS			SINA-4	SINA-7	
College	Prairie Point			SINA-2	SINA-2	
College	Prairie Creek			SINA-2	SINA-2	
College	Prairie Heights ES				SINA-1	
Columbus	Columbus Community HS			SINA-3	SINA-4	
Columbus	Columbus Community JHS			SINA-6	SINA-4	
Columbus	Roundy ES			SINA-3	SINA-4	
Corning	Corning ES				Delay-1	
Council Bluffs	Thomas Jefferson HS			SINA-6	SINA-8	
Council Bluffs	Abraham Lincoln HS			SINA-6	SINA-8	
Council Bluffs	Gerald W Kirn MS			SINA-7	SINA-5	
Council Bluffs	Woodrow Wilson JHS			SINA-4	SINA-4	
Council Bluffs	Carter Lake ES			SINA-1		
Council Bluffs	Franklin ES				SINA-1	
Council Bluffs	Longfellow ES			SINA-1	SINA-1	
Council Bluffs	Roosevelt ES			SINA-1	SINA-2	
Council Bluffs	Rue ES				SINA-1	
Council Bluffs	Walnut Grove ES			SINA-2	SINA-3	
Creston	Creston HS			SINA-3		
Creston	Creston MS			SINA-3	SINA-3	
Creston	Creston ES			SINA-2	SINA-2	
Dallas Center-Grimes	Dallas Center-Grimes MS			SINA-3	SINA-1	
Danville	Danville Jr-Sr HS				SINA-1	
Danville	Danville ES			SINA-1		
Davenport	Central HS			Delay-5	Delay-7	
Davenport	North HS			SINA-8	SINA-8	
Davenport	West HS			Delay-7	Delay-7	
Davenport	Kimberly Center East			SINA-4	SINA-6	
Davenport	Wood Intermediate			SINA-8	SINA-7	
Davenport	Frank L Smart Intermediate			SINA-4	SINA-4	Delay-2
Davenport	Sudlow Intermediate			SINA-6	SINA-8	
Davenport	Walcott Intermediate			SINA-3	SINA-3	
Davenport	Williams Intermediate			SINA-6	SINA-7	
Davenport	J B Young Intermediate			SINA-4	SINA-4	SINA-2
Davenport	Adams ES			SINA-1		
Davenport	Buchanan ES			Delay-1	SINA-2	
Davenport	Eisenhower ES				Delay-1	
Davenport	Fillmore ES			SINA-3	SINA-4	
Davenport	Garfield ES				SINA-1	
Davenport	Harrison ES				SINA-1	
Davenport	Jackson ES			SINA-1	SINA-3	
Davenport	Jefferson ES			SINA-4	SINA-4	

Table 21 (continued)

Schools in Need of Assistance for 2012-2013 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Davenport	Lincoln Academy of Fine Arts			SINA-3	SINA-3	
Davenport	Madison ES			Delay-2	Delay-2	
Davenport	McKinley ES			Delay-1		
Davenport	Monroe ES			SINA-4	SINA-4	
Davenport	Walcott ES				SINA-1	
Davenport	Washington ES			Delay-3	SINA-2	
Davenport	Wilson ES			SINA-1		
Davis County	Davis County MS			SINA-3		
Decorah	Decorah MS				SINA-2	
Denison	Denison HS			SINA-3	SINA-5	
Denison	Denison Alternative HS				Delay-3	
Denison	Denison MS			SINA-4	SINA-7	
Denison	Broadway ES			SINA-1	SINA-2	
Denison	Denison ES			Delay-1		
Des Moines Independent	East HS			SINA-7	SINA-7	
Des Moines Independent	Hoover HS			Delay-7	SINA-6	
Des Moines Independent	Lincoln HS			SINA-7	SINA-7	
Des Moines Independent	North HS			SINA-4	SINA-3	
Des Moines Independent	Roosevelt HS			SINA-5	SINA-6	
Des Moines Independent	Scavo Alternative HS	SINA-8	SINA-8	SINA-4	SINA-4	SINA-3
Des Moines Independent	Brody MS			SINA-4	SINA-4	Delay-1
Des Moines Independent	Callanan MS			SINA-5	SINA-6	
Des Moines Independent	Goodrell MS			SINA-6	SINA-5	
Des Moines Independent	Harding MS			SINA-6	SINA-7	
Des Moines Independent	Hiatt MS			SINA-7	SINA-7	
Des Moines Independent	Hoyt MS			SINA-3	SINA-7	
Des Moines Independent	McCombs MS			SINA-9	SINA-4	
Des Moines Independent	Meredith MS			SINA-9	SINA-9	
Des Moines Independent	Merrill MS			SINA-6	SINA-9	
Des Moines Independent	Weeks MS			SINA-4	SINA-4	
Des Moines Independent	Capitol View ES			SINA-4	SINA-4	
Des Moines Independent	Carver ES			SINA-4	SINA-3	
Des Moines Independent	Cattell ES			SINA-3	SINA-3	
Des Moines Independent	Edmunds Fine Arts Academy			SINA-2	SINA-3	
Des Moines Independent	Findley ES			SINA-4	SINA-4	
Des Moines Independent	Garton ES			SINA-3	SINA-3	
Des Moines Independent	Greenwood ES			SINA-2	SINA-4	
Des Moines Independent	Hillis ES			SINA-4		
Des Moines Independent	Howe ES			SINA-4	SINA-3	
Des Moines Independent	Hubbell ES			SINA-2	SINA-3	
Des Moines Independent	Jackson ES			SINA-2	SINA-5	
Des Moines Independent	King ES			SINA-6	SINA-2	
Des Moines Independent	Lovejoy ES			SINA-3	SINA-4	
Des Moines Independent	Madison ES			SINA-2	SINA-4	
Des Moines Independent	McKinley ES			SINA-4	SINA-4	



Table 21 (continued)

Schools in Need of Assistance for 2012-2013 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Des Moines Independent	Monroe ES			SINA-4	SINA-5	
Des Moines Independent	Moulton ES			SINA-5	SINA-5	
Des Moines Independent	Brubaker ES			SINA-3		
Des Moines Independent	Oak Park			SINA-3		
Des Moines Independent	Park Ave ES			SINA-3		
Des Moines Independent	Perkins ES			SINA-1	SINA-4	
Des Moines Independent	River Woods ES			SINA-3	SINA-3	
Des Moines Independent	Samuelson ES			SINA-3	SINA-3	
Des Moines Independent	South Union ES			SINA-5	SINA-6	
Des Moines Independent	Stowe ES			SINA-2	SINA-4	
Des Moines Independent	Studebaker ES				SINA-2	
Des Moines Independent	Morris ES			SINA-3	SINA-4	
Des Moines Independent	Willard ES			SINA-3	SINA-4	
Des Moines Independent	Windsor ES			SINA-3		
Des Moines Independent	Wright ES			SINA-4	SINA-4	
Des Moines Independent	Orchard Place			SINA-2	SINA-2	
Dubuque	Dubuque Senior HS			SINA-6	SINA-7	
Dubuque	Hempstead HS			Delay-1	Delay-2	
Dubuque	Thomas Jefferson MS			SINA-4	SINA-4	
Dubuque	George Washington MS			SINA-4	SINA-4	
Dubuque	Eleanor Roosevelt MS			SINA-2	SINA-2	
Dubuque	Audubon ES			SINA-2	SINA-2	
Dubuque	Fulton ES			SINA-2	SINA-3	
Dubuque	John Kennedy ES				SINA-2	
Dubuque	Lincoln ES			Delay-3	SINA-4	
Dubuque	Marshall ES				SINA-3	
Dubuque	Prescott ES			SINA-7	SINA-6	
Dubuque	Sageville ES				SINA-1	
Dubuque	Table Mound ES			SINA-2		
Dunkerton	Dunkerton HS				SINA-1	
Dunkerton	Dunkerton ES			Delay-1		
Boyer Valley	Boyer Valley Middle/HS			SINA-2	SINA-1	
Eagle Grove	Eagle Grove HS			Delay-1		
Eagle Grove	Robert Blue			SINA-3	SINA-2	
Eagle Grove	Eagle Grove ES				SINA-1	
Earlham	Earlham ES			SINA-1		
East Greene	Grand Junction HS				SINA-3	
East Greene	Rippey ES			Delay-2	SINA-4	
East Marshall	East Marshall MS				SINA-3	
East Union	East Union Middle/HS			SINA-1	SINA-2	
Edgewood-Colesburg	Edgewood-Colesburg HS			SINA-3	SINA-3	
Emmetsburg	Emmetsburg MS				SINA-2	
English Valleys	English Valleys Jr-Sr HS				SINA-1	
Estherville Lincoln Central	Estherville Lincoln Central HS			SINA-2	SINA-1	
Estherville Lincoln Central	Roosevelt ES			SINA-1		

Table 21 (continued)

Schools in Need of Assistance for 2012-2013 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Estherville Lincoln Central	Estherville Lincoln Central MS			SINA-4	SINA-5	
Fairfield	Fairfield MS			SINA-4	SINA-3	
Fairfield	Pence ES				SINA-1	
Forest City	Forest City MS				SINA-2	
Fort Dodge	Fort Dodge HS			SINA-9	SINA-9	
Fort Dodge	Phillips MS			SINA-8	SINA-8	
Fort Dodge	Fair Oaks MS			SINA-3	SINA-7	
Fort Dodge	Duncombe ES			SINA-1	SINA-4	
Fort Dodge	Riverside ES			Delay-1	SINA-1	
Fort Madison	Fort Madison HS				Delay-2	
Fort Madison	Fort Madison MS			SINA-4		
Fort Madison	Richardson ES			SINA-1	SINA-1	
Fremont	Fremont ES			SINA-1		
Fremont-Mills	Fremont-Mills MS/HS				SINA-3	
Fremont-Mills	Fremont-Mills ES				SINA-3	
Garner-Hayfield	Garner-Hayfield MS				SINA-1	
Gladbrook-Reinbeck	Gladbrook-Reinbeck MS			SINA-3	SINA-3	
Glenwood	Glenwood MS			SINA-4	SINA-2	
Graettinger	Terril/Graettinger MS				SINA-1	
Nodaway Valley	Nodaway Valley MS			SINA-1		
Grinnell-Newburg	Grinnell Community MS			SINA-2	SINA-2	
Grinnell-Newburg	Davis Elementary				SINA-2	
Clayton Ridge	Clayton Ridge MS			Delay-1		
Hamburg	Marnie Simons ES			SINA-2		
Hampton-Dumont	Hampton-Dumont HS				Delay-1	
Hampton-Dumont	Hampton-Dumont MS			SINA-2	SINA-6	
Hampton-Dumont	South Side ES				SINA-1	
Harmony	Harmony Jr-Sr HS				SINA-2	
Hartley-Melvin-Sanborn	Hartley-Melvin-Sanborn MS				SINA-1	
Highland	Highland MS				SINA-1	
Highland	Riverside ES				SINA-2	
Howard-Winneshiek	Cresco JHS				SINA-3	
Howard-Winneshiek	Crestwood ES				SINA-2	
Independence	West ES			Delay-2	SINA-2	
Indianola	Emerson ES			SINA-1		
Indianola	Wilder ES			SINA-2		
Indianola	Indianola MS			SINA-3	SINA-2	
Iowa City	Iowa City HS			Delay-3	SINA-4	
Iowa City	West Senior HS				Delay-6	
Iowa City	Elizabeth Tate Alt. HS			Delay-6	Delay-6	
Iowa City	North Central JHS				SINA-2	
Iowa City	Northwest JHS			Delay-6	SINA-8	
Iowa City	Southeast JHS			SINA-8	SINA-9	
Iowa City	Central ES			SINA-2	SINA-2	
Iowa City	Kirkwood ES			SINA-4	SINA-4	

Table 21 (continued)

Schools in Need of Assistance for 2012-2013 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Iowa City	Herbert Hoover ES				SINA-1	
Iowa City	Hills ES			SINA-1		
Iowa City	Helen Lemme ES			SINA-2	SINA-2	
Iowa City	Robert Lucas ES			SINA-4	SINA-3	
Iowa City	Penn ES			Delay-2	SINA-3	
Iowa City	Roosevelt ES			SINA-3	SINA-2	
Iowa City	Mark Twain ES			SINA-4	SINA-5	
Iowa City	Grant Wood ES			SINA-4	SINA-4	
Iowa City	James Van Allen ES			SINA-3	SINA-2	
Iowa Falls	Riverbend MS				SINA-1	
Iowa Falls	Rock Run ES			SINA-2	SINA-2	
Jefferson-Scranton	Jefferson-Scranton MS				SINA-1	
Jesup	Jesup MS			SINA-1	SINA-1	
Johnston	Johnston Senior HS			SINA-2	Delay-2	
Johnston	Summit MS			Delay-1	SINA-2	
Johnston	Johnston MS				SINA-2	
Keokuk	Keokuk HS			SINA-7	SINA-7	
Keokuk	Keokuk MS			SINA-8	SINA-3	
Knoxville	Knoxville HS			Delay-2	SINA-3	
Knoxville	Knoxville MS				SINA-2	
Knoxville	Northstar ES			SINA-1	SINA-1	
Laurens-Marathon	Laurens-Marathon MS				SINA-2	
Laurens-Marathon	Laurens-Marathon ES				SINA-2	
Le Mars	Le Mars MS			SINA-2	SINA-1	
Lewis Central	Lewis Central Senior HS			SINA-3		
Lewis Central	Lewis Central MS			SINA-4	SINA-6	
Lewis Central	Titan Hill Intermediate			SINA-4	SINA-4	
North Cedar	North Cedar MS			SINA-1	SINA-4	
Linn-Mar	Linn-Mar HS			Delay-3	Delay-5	
Linn-Mar	Excelsior MS			SINA-3	SINA-3	
Linn-Mar	Oak Ridge			SINA-3	SINA-3	
Lone Tree	Lone Tree Jr-Sr HS				SINA-1	
Louisa-Muscatine	Louisa-Muscatine HS			Delay-2		
Louisa-Muscatine	Louisa-Muscatine JHS			SINA-2		
Louisa-Muscatine	Louisa-Muscatine ES				SINA-1	
East Mills School District	East Mills MS				SINA-2	
Maquoketa	Maquoketa MS			Delay-5	SINA-6	
Maquoketa	Briggs ES			SINA-3	SINA-3	
Marion Independent	Vernon MS			SINA-2	SINA-2	
Marshalltown	Marshalltown HS			Delay-7	SINA-8	
Marshalltown	B R Miller MS			SINA-7	SINA-6	
Marshalltown	Anson ES				SINA-3	
Marshalltown	Fisher ES			SINA-1	SINA-3	
Marshalltown	J C Hogle ES				SINA-2	
Marshalltown	Lenihan Intermediate			SINA-4	SINA-4	

Table 21 (continued)

Schools in Need of Assistance for 2012-2013 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Marshalltown	Rogers ES			SINA-2	SINA-3	
Marshalltown	Woodbury ES				SINA-2	
Mason City	Mason City HS				SINA-5	
Mason City	Alternative			SINA-2	SINA-4	
Mason City	John Adams MS			SINA-4	SINA-4	
Mason City	Harding ES				SINA-3	
Mason City	Hoover ES				SINA-1	
Mason City	Lincoln Intermediate			SINA-1	SINA-1	
Mason City	Roosevelt ES			SINA-3	SINA-2	
MOC-Floyd Valley	MOC-Floyd Valley Middle				SINA-1	
Midland	Midland MS/HS				SINA-2	
Mid-Prairie	Mid-Prairie MS				SINA-4	
Missouri Valley	Missouri Valley MS			SINA-2		
Missouri Valley	Missouri Valley ES				SINA-1	
Montezuma	Montezuma ES			SINA-1	SINA-1	
Monticello	Monticello MS				SINA-2	
Mormon Trail	Mormon Trail Jr-Sr HS			SINA-1	SINA-1	
Mormon Trail	Mormon Trail ES			SINA-3	SINA-3	
Mount Ayr	Mount Ayr HS				SINA-2	
Mount Pleasant	Mount Pleasant HS			SINA-3		
Mount Pleasant	WisdomQuest Education Center			SINA-3		
Mount Pleasant	Mount Pleasant Middle			SINA-3	SINA-4	
Mount Pleasant	Van Allen ES			SINA-1	SINA-2	
Muscatine	Muscatine HS			Delay-6	SINA-7	
Muscatine	Central MS			SINA-3	SINA-4	
Muscatine	West MS			SINA-7	SINA-4	
Nevada	Nevada MS			Delay-1	SINA-4	
Newell-Fonda	Newell-Fonda MS				SINA-1	
New London	New London Jr-Sr HS				SINA-1	
Newton	Newton Senior HS			Delay-2		
Newton	Basics and Beyond Alternative			Delay-2	SINA-3	
Newton	Berg MS			SINA-6	SINA-7	
Newton	Aurora Heights ES			SINA-1	SINA-1	
North Mahaska	North Mahaska ES				SINA-1	
North Scott	North Scott Senior HS			Delay-4	SINA-4	
North Scott	North Scott JHS			SINA-3		
Norwalk	Norwalk MS				SINA-3	
Norwalk	Lakewood ES			SINA-1	SINA-2	
Oelwein	Oelwein HS			SINA-2		
Oelwein	Oelwein MS			SINA-2	SINA-3	
Oelwein	Wings Park ES			SINA-2	SINA-2	
Okoboji	Okoboji MS			SINA-2	SINA-1	
Olin	Olin Jr-Sr HS				SINA-3	
Oskaloosa	Oskaloosa HS			SINA-4	SINA-4	
Oskaloosa	Oskaloosa MS			SINA-7	SINA-4	

Table 21 (continued)

Schools in Need of Assistance for 2012-2013 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Oskaloosa	Oskaloosa ES			SINA-2	SINA-2	
Ottumwa	Ottumwa HS			SINA-8	SINA-9	
Ottumwa	Evans MS			SINA-7	SINA-6	
Ottumwa	Agassiz ES				SINA-2	
Ottumwa	Douma ES			SINA-2	SINA-3	
Ottumwa	James ES			SINA-2	SINA-2	
Ottumwa	Wildwood ES			SINA-2		
Ottumwa	Wilson ES			Delay-3	SINA-2	
Pella	Pella MS			Delay-1	Delay-1	
Pella	Jefferson ES (Intermediate)			SINA-1	SINA-2	
Perry	Perry HS			SINA-7	Delay-7	
Perry	Perry MS			SINA-3	SINA-6	
Perry	Perry ES			SINA-4	SINA-6	
Pleasant Valley	Pleasant Valley JHS			SINA-3	SINA-5	
Pleasant Valley	Riverdale Heights ES				SINA-1	
Pleasantville	Pleasantville MS				SINA-2	
Postville	Cora B Darling ES/MS			SINA-3	SINA-1	
Prairie Valley	Prairie Valley HS				SINA-1	
Red Oak	Red Oak MS			SINA-3	SINA-3	
Red Oak	Washington Intermediate				SINA-2	
Riceville	Riceville HS				SINA-3	
Rock Valley	Rock Valley Jr-Sr HS				SINA-1	
Rudd-Rockford-Marble Rk	RRMR ES				SINA-1	
Ruthven-Ayrshire	Ruthven-Ayrshire HS				SINA-1	
Saydel	Woodside MS			SINA-6	SINA-3	
Saydel	Cornell ES			SINA-1		
Sentral	N.S.K. MS				SINA-1	
Sergeant Bluff-Luton	Sergeant Bluff-Luton MS				SINA-2	
West Fork	West Fork MS			SINA-1	SINA-3	
Sibley-Ocheyedan	Sibley-Ocheyedan MS				SINA-2	
Sibley-Ocheyedan	Sibley Ocheyedan ES				SINA-1	
Sioux Central	Sioux Central MS			SINA-2	SINA-2	
Sioux City	East HS			SINA-5	Delay-4	
Sioux City	North HS			Delay-7	Delay-6	
Sioux City	West HS			SINA-6	SINA-8	
Sioux City	East MS			SINA-7	SINA-4	
Sioux City	North MS			SINA-4	SINA-4	
Sioux City	West MS			SINA-7	SINA-8	Delay-1
Sioux City	Bryant ES			Delay-2	SINA-1	
Sioux City	Crescent Park ES				SINA-1	
Sioux City	Emerson ES			Delay-1	SINA-2	
Sioux City	Hunt ES			Delay-1	SINA-2	
Sioux City	Irving ES			Delay-3	SINA-2	
Sioux City	Joy ES			SINA-1	SINA-1	
Sioux City	Leeds ES			SINA-2	SINA-2	

Table 21 (continued)

Schools in Need of Assistance for 2012-2013 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Sioux City	Longfellow ES			Delay-1	SINA-3	
Sioux City	Riverside ES				SINA-3	
Sioux City	Roosevelt ES			SINA-3	SINA-2	
Sioux City	Washington ES				SINA-1	
Sioux City	Whittier ES				SINA-2	
Southern Cal	SCC HS				Delay-1	
Solon	Solon MS				SINA-1	
South Page	South Page Senior HS			SINA-1	SINA-1	
South Tama County	South Tama County HS			SINA-3		
South Tama County	South Tama County MS			SINA-4	SINA-4	
South Tama County	South Tama County ES			SINA-5	SINA-4	
Southeast Polk	Southeast Polk HS			Delay-3	Delay-3	
Southeast Polk	Southeast Polk JHS			SINA-4	SINA-7	
Southeast Polk	Spring Creek 6th ES			SINA-1	SINA-1	
Southeast Polk	Clay ES				SINA-2	
Spencer	Spencer MS			SINA-1	SINA-6	
Spencer	Fairview Park ES				SINA-2	
Spencer	Lincoln ES			SINA-3		
Spirit Lake	Spirit Lake MS			SINA-2		
Storm Lake	Storm Lake HS			SINA-5	SINA-7	
Storm Lake	St Lake/IA Cntrl/Buena Vista Early College HS		SINA-1			
Storm Lake	Storm Lake MS			SINA-3	SINA-8	
West Central Valley	West Central Valley MS			SINA-4		
Tipton	Tipton MS			SINA-2	Delay-1	
Tri-County	Tri-County HS				SINA-1	
Tri-County	Tri-County ES				SINA-1	
Union	Union HS				SINA-2	
Union	Union MS			SINA-1	SINA-3	
Urbandale	Urbandale MS			SINA-4	SINA-4	
Urbandale	Karen Acres ES				SINA-2	
Valley	Valley HS				SINA-1	
Valley	Valley ES			SINA-1		
Van Buren	Van Buren Community HS				SINA-1	
Villisca	Villisca Community HS				SINA-2	
Vinton-Shellsburg	Vinton-Shellsburg HS			SINA-3	SINA-4	
Vinton-Shellsburg	Vinton-Shellsburg MS			SINA-3	SINA-5	
Vinton-Shellsburg	Shellsburg ES				SINA-3	
Waco	Waco ES				Delay-1	
East Sac	East Sac County MS			SINA-2		
Wapello	Wapello JHS				SINA-3	
Wapsie Valley	Rural ES #1				SINA-1	
Wapsie Valley	Rural ES #2				SINA-1	
Washington	Washington JHS				SINA-2	
Washington	Lincoln Upper ES			SINA-4		

Table 21 (continued)

Schools in Need of Assistance for 2012-2013 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Washington	Stewart ES			SINA-3		
Waterloo	East HS			SINA-8	Delay-4	
Waterloo	West HS			SINA-7	SINA-8	
Waterloo	Expo Alternative			Delay-5	SINA-6	
Waterloo	Bunger MS			SINA-4	SINA-4	
Waterloo	Central MS			SINA-8	SINA-8	
Waterloo	Hoover MS			SINA-7	SINA-6	
Waterloo	George Washington Carver Academy			SINA-7	SINA-7	
Waterloo	Poyner ES			SINA-3	SINA-3	
Waterloo	Edison ES			SINA-4	SINA-4	
Waterloo	Cunningham			SINA-4	SINA-2	
Waterloo	Irving ES			SINA-4	SINA-4	
Waterloo	Kittrell ES			SINA-4	SINA-3	
Waterloo	Lincoln ES			SINA-4	SINA-4	
Waterloo	Lowell ES			SINA-2	SINA-3	
Waterloo	Highland ES			SINA-7	SINA-6	
Waukee	South MS			SINA-1		
Waukee	Waukee ES			Delay-1	SINA-2	
Waukee	Waukee MS				SINA-2	
Webster City	Webster City MS				SINA-2	
Webster City	Sunset Heights ES				SINA-1	
West Burlington Independent	West Burlington JHS			SINA-1		
West Burlington Independent	West Burlington ES				SINA-1	
West Delaware County	West Delaware MS			SINA-1	SINA-3	
West Des Moines	Valley HS			Delay-6	Delay-5	
West Des Moines	Walnut Creek Campus			SINA-3	SINA-4	
West Des Moines	Valley Southwoods			Delay-6	Delay-5	
West Des Moines	Indian Hills JHS			SINA-3	SINA-5	
West Des Moines	Stilwell JHS			SINA-1	SINA-3	
West Des Moines	Clive ES			SINA-2		
West Des Moines	Crestview ES			Delay-2	SINA-2	
West Des Moines	Crossroads Park ES			SINA-2	SINA-2	
West Des Moines	Hillside ES			SINA-3	SINA-4	
West Des Moines	Phenix ES Early Childhood Center				SINA-1	
Western Dubuque	Drexler Middle-Intermediate				SINA-2	
West Harrison	West Harrison HS			SINA-2		
West Harrison	West Harrison ES			SINA-3		
West Liberty	West Liberty HS			SINA-4	SINA-3	
West Liberty	West Liberty MS			SINA-3	SINA-4	
West Marshall	West Marshall MS				SINA-2	
West Sioux	West Sioux MS			SINA-1		
Westwood	Westwood HS				SINA-2	
Westwood	Westwood ES			Delay-1		
Wilton	Wilton Jr-Sr HS				SINA-3	

Table 21 (continued)

Schools in Need of Assistance for 2012-2013 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Winfield-Mt Union	Winfield-Mt Union Jr-Sr HS			SINA-1		
Winterset	Winterset JHS				SINA-3	
Winterset	Winterset MS			Delay-1		
Winterset	Winterset ES				SINA-3	

Source: Iowa Department of Education, Division of Learning and Results, Adequate Yearly Progress Report.

Notes: Alt indicates Alternative School; ES indicates Elementary School; MS indicates Middle School; HS indicates High School; JHS indicates Junior High School; Jr-Sr HS indicates Junior-Senior High School; Int indicates Intermediate School; SINA-# indicates the number of years a school has been on improvement status under NCLB; and Delay-# indicates the status year of the school when it made AYP and was placed on Delay status. If the school meets AYP the following year, it is removed from SINA status.